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# The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand  
and Other Commercial Subjects

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## A University Curriculum for Students Planning to Become Private Secretaries in Business\*

By Professor Edward Jones Kilduff

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Commerce, Accounts and Finance

Author of "The Private Secretary," "The Stenographer's Manual," etc.

THE purpose of this paper is to discuss the program of subjects that a university or college having business courses might offer to men and women who are planning to become private secretaries in business, and in particular to give information regarding the program of secretarial studies offered by New York University, School of Commerce, Accounts and Finance. At the outset I should like to have my readers note that I have limited the discussion to instruction in the doing of *private* secretarial work in *business*.

The subject of training students to become secretaries to Chambers of Commerce, to associations of various kinds, etc., or to professional, literary, and other types of employers of secretaries is without the scope of this paper.

Before it is possible to plan a suitable curriculum for students intending to go into a specialized Requirements field of activity it is first advisable to make a study of that field to determine what the actual requirements are for success in that field and then,

\*A paper read at the National Conference on Secretarial Training, Boston, October 27, 1923.

and then only, to decide upon the program of subjects the college or university should offer to help the students as much as possible to meet those requirements.

In 1913 the Faculty of New York University, School of Commerce, Accounts and Finance, through its Bureau of Employment, was made aware of the fact that there was a demand on the part of New York business men for persons trained to do secretarial work. At almost the same time it was noted that various students began to ask for instruction in secretarial work so that they could apply for such positions as they knew were open or would be open to them. Inquiries were also received from persons already engaged in secretarial work who wished to train themselves for further advancement in their field. A committee was therefore appointed, of which I was made chairman, to make a study of the situation and to recommend a curriculum in private secretarial training.

A survey made of secretarial work in a number of business organizations in and near New York **The Title** City showed the title of "Secretary" "private secretary" to be rather elastic. It was used to designate various types of workers, ranging all the way from a \$15-a-week stenographer to an \$8,000-a-year secretary to a financier. In view of this fact, it became necessary to determine in some manner the class of secretarial positions for which a university curriculum might prepare students, for it was obvious that a curriculum to train students to fill acceptably the higher salaried secretarial jobs would differ considerably from one to give sufficient training to enable students to take so-called secretarial positions at a salary of from \$15 to \$20 a week. It was only natural, therefore,

that the committee decided that the secretarial curriculum adopted by New York University, School of Commerce, Accounts and Finance should be one that would aim to prepare students for the better and higher salaried positions.

The survey also disclosed the fact that there were comparatively few highly paid secre-

**Secretarial Work** tarial positions for a Stepping-Stone either men or women; and that

men generally did not remain long in secretarial positions but moved on or were advanced to better jobs. The committee decided, therefore, that certainly so far as men were concerned the position of private secretary should be considered as a stepping-stone position; that so far as the majority of women were concerned, secretarial work might be considered to be a permanent vocation, although a minority used the position as an entering wedge into business. In light of these conclusions, and in view of the fact that a university school of business should prepare its students for their permanent vocations, the committee decided that a university curriculum training students for secretarial positions should also train them for their permanent vocations in business beyond the secretarial or temporary vocation by requiring them to specialize in some one branch of business.

The next step was to ascertain what specialized information regarding secre-

**What is Needed** tarial work should be included in the in the Course curriculum. To se-

cure this information, I personally visited a number of private secretaries that held important secretarial positions to learn from them answers to such questions as (1) What kind of work does the secretary to the business man perform? (2) What educational qualification should a secretary

have? (3) Would a specialized training in secretarial work offered by a college or university help? (4) What should this specialized training consist of?

Among the secretaries who were kind enough to provide me with information were such as the financial secretary to Mr. Cornelius Vanderbilt of New York City; the secretary to Mr. Frank A. Vanderlip, then president of the National City Bank of New York City; the secretary to Michael Friedsam, president of B. Altman & Co., of New York City; the secretary to former Governor Murphy of New Jersey; and the assistant to the president of the then Liberty National Bank of New York City.

The first fact disclosed by a careful examination of the information collected from the private secretaries interviewed was that **Varies** great disparity existed among **Widely** the types of work performed by the various secretaries.

For example: the financial secretary to Mr. Vanderbilt devoted most of his time to the buying and selling of real estate, to the managing of his employer's many properties, and to the watching and safeguarding of his investments; the secretary to the president of B. Altman & Co. chiefly busied himself in helping his chief to solve the problems having to do with the conducting of a department store business; the secretary to Governor Murphy gave much of his time to preparing speeches, to keeping informed about the various groups within the party organizations, and to doing party work. After consideration of this fact, our committee definitely concluded that it was certainly not advisable, even if possible, to plan a curriculum to give specialized information in the performance of all duties of all types of private secre-

taries; that it would be impossible to give such specialized training as to fit students to fill immediately and satisfactorily any kind of secretarial position.

The second fact disclosed by the investigation was that despite the differences obtaining in the work

**Common Duties** of various private secretaries there appeared to be

certain few duties common to almost all secretaries to business men. Some of such common duties were (1) handling a considerable proportion of the correspondence for the employer, (2) managing the office, (3) keeping accounts, and (4) meeting callers. Our committee decided that such subjects should be provided in the secretarial curriculum as would prepare students to perform these common duties. For example, English 11-12 (Business English) was put in to teach students how to write business letters; Accounting 1-2 (Principles of Accounting) to instruct students to keep accounts; Management 31 (Private Secretarial Duties) to give general information regarding the duties and amenities of the position and to instruct students in such matters as managing callers, handling secretarial correspondence, the keeping of personal accounts, and filing.

Further study of the information that had been collected indicated that a general knowledge of business

**Curriculum** was highly desirable **Planned** because, since the secre-

tary's value to his chief depends upon the degree to which he can assist him in his business, the more the secretary knows about business the more helpful he can be. This fact fitted in with a previous conclusion of the committee that the position of private secretary should not be considered a permanent vocation in business for men.

Hence such general courses in business were included as Economics 1-2 (Political Economy and Practical Economic Problems), Finance 1-2 (Business Finance), and Management 1-2 (Principles of Business Administration).

The curriculum planned for the first year is as follows:

1. Management 31 (Private Secretarial Duties).....	2 pts.*
2. English 11-12 (Business English).....	4 pts.
3. Economics 1-2 (Political Economy and Practical Economic Problems)...	4 pts.
4. Law 1-2 (Contracts and Agencies).....	4 pts.
5. Finance 1-2 (Business Finance).....	4 pts.
6. Advertising and Marketing 1-2 (Essentials of Advertising).....	4 pts.
7. Management 1-2 (Principles of Business Administration).....	4 pts.
8. Advertising and Marketing 3-4 (Markets and Marketing Methods).....	4 pts.
9. Accounting 1 (Principles of Accounting).....	2 pts.
	32 pts.

After the first year the students should begin to specialize in fields for which they feel some aptitude. For example, a student that is desirous of becoming a private secretary should attempt after the first year to aim to *prepare himself to become a private secretary in some one field of business*. He can specialize at New York University, School of Commerce, Accounts

and Finance in banking and financial work, in advertising, in marketing, in insurance, etc. This specialization will not only make him better fitted to carry on the secretarial work of an employer engaged in any one of these fields, but will also prepare him for later advancement in that field. To this end, the stu-

dent is allowed to elect subjects that will train him in a specialized branch of business.

The following program is a concrete illustration of the courses that would be elected by a student *who is planning to become a private secretary and who feels that he has a bent toward the financial field*:

#### DAY SCHOOL, SECOND YEAR

Economics 3 (Money and Credit).....	2 pts.
Economics 4 (Financial History of the United States).....	2 pts.
Economics 11-12 (Statistical Methods and Application).....	4 pts.
Banking and Finance 11-12 (Trust Work of Banks and Trust Companies) ..	4 pts.
Banking and Finance 23-24 (Analysis of Corporation Reports).....	4 pts.
Banking and Finance 33-34 (Investments) .....	4 pts.
English 18 (Advanced Business Correspondence).....	2 pts.
French 7-8 (First-Year Commercial French)	
or	
French 9-10 (Second-Year Commercial French) or first or second years of Spanish, German, etc.....	4 pts.
Law 3-4 (Commercial Paper and Bonds; Bankruptcy, etc.).....	4 pts.
Accounting 2 (Principles of Accounting).....	2 pts.
	32 pts.

\*A point is the equivalent of one hour of classroom work a week a semester (15 weeks).

## DAY SCHOOL, THIRD YEAR

Banking and Finance 3-4 (Banking).....	4 pts.
Banking and Finance 5 (Banking Practice).....	2 pts.
Banking and Finance 35-36 (The Work of Wall Street).....	4 pts.
Banking and Finance 38 (Functions of the Buying Department of Bond Houses and Moneyed Institutions).....	2 pts.
Banking and Finance 48 (Credit Problems and Collections).....	2 pts.
English 15-16 (Literature of Business).....	4 pts.
French 9-10 (Second-Year Commercial French) or French 11-12 (Third-Year Commercial French) or second or third years of Spanish, German, etc. ....	4 pts.
Law 5-6 (Bank Accounts; Mortgages and Real Estate).....	4 pts.
Management 21 (Office Management).....	2 pts.
Management 11-12 (Psychology of Business).....	4 pts.
	32 pts.

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## The Transcript Problem

By Katie Vee Clarkson

Brown's Business College, Jacksonville, Illinois

THE transcript problem—that's the right word—problem! There are so many things to be considered that it becomes a complicated affair before you know it. However, since shorthand is only a means to an end, after all the thing that matters is the finished product. If the finished product is an unmailable letter, it is worthless; if it is a mailable letter, it is valuable. And this, to me, is the standard upon which the student's daily work should be judged. Otherwise, he will be slow in learning to distinguish between a mailable letter and one that is not mailable.

I have studied this problem from a number of different angles, and have read a number of different articles about it. It seemed to be the general practice of the teachers who wrote those articles to place the student's daily work on a basis of deducting so much for each *kind* of error. This allows the letter to be counted as worth

something, even though it contains errors. When this is done, the student naturally learns to value *all* his letters, regardless of mistakes, and when he goes to work in an office, he may be inclined to allow serious errors to pass by him because he has not been trained to consider the letter unmailable.

Of course, most of these teachers set a standard—85%, 90%, or perhaps even 95%—thereby encouraging the student to be accurate, but even then the student does not get into the habit of depreciating a letter that contains an error which renders it unmailable.

I have a "Daily Transcription Chart," ruled with lines running down the sheet, these lines being numbered from 1% to 100%.

**Daily Transcription Chart** The name of the student appears at the left, with a line of narrow elastic opposite it. A small colored tack holds this elastic in the proper % place opposite the student's

name according to the per cent obtained in his work that day. Next day the line is easily changed to suit his record at that time. This is very simple to record and is effective, in that it shows the comparative rating of one student to another daily. The grading for this chart is as follows:

All letters <i>mailable, on time</i> , each on one sheet of paper.....	100%
Deduction for each minute over time.....	1%
Deduction for each rewriting.....	5%
Pro rata per cent. deduction for each unmailable letter.	

I allow 5% if the student has all his letters transcribed on time, no matter what they grade, and 5% more if he has used only one sheet of paper for each letter. This gives him 10% if no letter is mailable, but his line is held in place by a yellow tack, instead of a blue one, which indicates that all his work was unmailable. Students are instructed to hand in no work until it is mailable so far as they know.

Following are several different students' records on the transcription of three dictated letters:

1. Louise Stanley wrote all her letters on one sheet of paper, within the time specified by the teacher, and all three were mailable. This gives her 100%.
2. Eliza Redmond wrote all her letters on one sheet of paper, on time, but one was found to be unmailable. She is entitled to 5% for having all her letters in on time, and 5% more for using only one sheet for each letter. 10% from 100% leaves 90% to be divided by 3—the number of letters dictated—which penalizes her 30% on the unmailable letter, and gives her a grade of 70%.
3. Harold Burns used one sheet of paper

4. Ray Butler

for each letter, but was five minutes over time. All were mailable, so his grade is 95%.

was 10 minutes late in handing in his work, and had recopied one letter. Two were mailable. This penalizes him 15% for the over

5. Anna Bowman

time and recopying, and 85% has to be divided by 3, and 1/3 deducted, which leaves him a grade of 57%.

was 5 minutes over time, and had recopied 2 letters. None were mailable. This throws her below 1%, and her line is shown in "No Man's Land."

It takes very little time to figure these grades after one becomes accustomed to it, and the students are eager to see their grades each day.

One trusted student from each class times them and reports to me. They hand in every sheet of paper used in writing their transcripts. They are put on their honor to hand in every one. The first sheet is stamped with the date at the beginning of the transcription period, but the succeeding ones are unmarked. Sometimes I supply them with letterheads—one only for each dictated letter.

Each unmailable letter has to be recopied. A "black list"—words misspelled in transcription—is **Black** posted in the shorthand room **List** with the initials of the student who misspelled the word. This helps them to be more careful with their spelling. These words are later dictated to the spelling class.

I have a speed progress schedule which involves the rate of practice matter, new matter, and transcription speed—the tests being given at regular intervals. This is designed to give the student some definite progress each week, and encourage him to pass his tests on schedule time. We require 90% on the tests and take off 3% for each misspelled word, and 1% each for every other kind of error.

There may be a difference of opinion as to what constitutes a mailable letter. If it contains a **What is a** strike-over, a transposed **Mailable** word, a serious error in **Letter?** punctuation, a grammatical error, or has a word omitted, to say nothing of a misspelled word, it is not mailable. There may be instances where the student has changed the wording slightly without destroying the sense or effectiveness,

or has omitted a comma, semi-colon, etc. These slight errors can be easily remedied, and do not, in my opinion, render the letter unmailable. I never allow erasures in transcription work. While it is true, some offices permit work containing erasures to go out, others do not, and I want my students to be able successfully to adapt themselves to *any* office standard, no matter how high it may be.

The teacher should keep constantly before the student the fact that the letter is the *representative of the firm* to some one else, and if the letter makes a good impression, the firm will be favorably represented, or vice versa. The letter should be correct, neat, well-arranged, and as attractive as the student can make it. "For always from the least to the greatest as the made thing is good or bad, so is the maker of it."—Ruskin.

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## Rochester Business Institute Changes Hands

DR. JOHN F. FORBES, long known to the readers of the *American Shorthand Teacher*, has been made president of the Rochester Business Institute, to succeed Samuel C. Williams, whose retirement was recently announced after 36 years' association with the corporation.

Since 1910 Dr. Forbes has been half owner and one of the principals of the school. He has now purchased the interest of his former partner.

The new president of the Rochester Business Institute is a graduate of the University of Rochester, of the class of 1878. Previous to his connection with the Institute he was president of the American Drafting Furniture Company for six years, and president of John B. Stetson University for 18

years. In 1906 Dr. Forbes gave lectures at the Rochester Business Institute on psychology and ethics, which, we believe, was the first instruction of this kind to be undertaken by a private commercial school. After he became actively connected with the school, he had charge of the department of psychology, pedagogy, and ethics.

The Rochester Business Institute has an honorable history of sixty-one years since its establishment in 1863. Altogether more than 44,000 students have been enrolled, and its graduates are to be found throughout the United States and in many foreign countries occupying responsible positions.

Mr. Williams, who relinquishes the presidency of the Institute, is retiring from active public life.

## The Job of Being a Teacher

By Carlos B. Ellis,

Principal, Springfield High School, Springfield, Massachusetts

[EDITORIAL NOTE: *The following contains the salient points of Mr. Ellis's Presidential Address before the E. C. T. A. convention, April, 1924*]

TEACHING is defined as the act of imparting instruction, and a teacher as one who imparts instruction.

The average pupil thinks of a teacher as one who assigns lessons—so many pages for the next day—and hears recitations, and who is best pleased when the pupil gives back in recitation the exact language of the textbook. I knew a girl who could repeat the algebra text backwards and forwards to the satisfaction of her teacher, but who could never do a real problem unless she knew under what rule it was classified. She had memorized the textbook thoroughly, but she had not been taught the subject of algebra.

Those of you who were born in the country are familiar with the process of priming a pump. Sometimes a pump gets dry and will not draw water. The pump is started by pouring in water and working the pump handle vigorously. Sometimes this will start the pump, but frequently one only gets back the water he has just poured in. Some



CARLOS B. ELLIS

teachers are satisfied if they get back to-day the identical ideas that they gave to their pupils yesterday without requiring any evidence that the pupils have assimilated these ideas, or have developed any new ideas as a result of their own thinking. Such teaching is about as valueless as pumping a dry pump.

Who should teach? It goes without saying that a teacher should know his subject thoroughly, but

knowledge of subject matter alone will not be sufficient. Several years ago, a young lawyer whose clients were neither numerous nor profitable applied to me for a position to teach commercial law. I asked him, "What makes you think that you can teach?" and he replied, "Oh, anybody can teach." This was an emergency, and I decided to give him a trial, but he soon demonstrated that he was not a teacher. He knew his subject, but he could not make it interesting to his pupils. They were neither interested in him nor his subject. On

Who Should Teach?

the other hand, you know that the right kind of a teacher can make commercial law intensely interesting to his pupils.

A successful teacher must not only be able to make his subject interesting

to his pupils but he

**The Secret of Interest** must be interested in his pupils and in the

things in which they are

interested. A man who had been an honor pupil in high school and college, without any interest in or time for play, secured a position in business after graduation from college. He was not a success in business and finally quit and secured a teaching position believing, with the man to whom I referred before, that anybody could teach. But as a teacher he was a dismal failure. His pupils were not interested in his classes and would not work for him.

In despair, he went to an older teacher and asked him why he was such a flat failure when he was so anxious to succeed. His friend said to him, "You must acquire an interest in the things in which your pupils are interested, and you must play with them, if you have them work with you." "But," he replied, "I cannot do these things. I do not know how." "Never mind," said his friend, "you must learn how or fail."

He went to the next baseball game and sat with the pupils. They looked at him with amazement, and quietly asked themselves, "Why is he here?" When the game became interesting, and the pupils began to cheer, he tried to cheer, but he did not know how, as he had never learned. However, he was determined to learn, and after several weeks he became genuinely enthusiastic, and soon found himself an interested and welcome spectator at every game. Also, his pupils became more interested in his teaching and soon he was one of the most popular teachers in the school. He later went back to business and

made a success of that, because he had learned how to live and work with other men.

Your pupils must not only be interested in your subject, but they must like you, if they are to do their best work. Several years ago, one of my teachers said that she did not care whether her pupils liked her or not. I replied, "If you think that, you have been in Springfield about long enough." Incidentally, she left at the end of that year. You cannot afford to be indifferent in regard to this matter. It isn't necessary for you to be easy with your pupils in order to win their friendship, but it is necessary for you to deal with your classes in such a way that they will feel that you are fair and sympathetic and helpful. In other words, if they are to have a friendly feeling for you, your attitude towards them must also be friendly.

You must also have a good sense of humor. If you are genuinely human, you can afford to laugh

**Sense of Humor Necessary** with your pupils. If your dignity as a teacher will not stand the strain of an occasional hearty laugh in class, even if it is at your own expense, you are already too old to be a good teacher no matter how young in years you may be. A small boy was reproved by his teacher for drawing stars in class. The next day she found him doing something similar and said, "I told you not to draw any more stars in class." He replied, "Don't you see the tails? Those are comets?" Unfortunately, the teacher was so angry that she could only see stars, and when she finished with the boy he could see nothing but stars. Discipline was maintained, but at what a price. She had lost for all time the opportunity to win that boy's good will, and also the opportunity to be of any real help to

him in his struggle towards manhood.

A good friend said to me many years ago that we must learn to differentiate between acts that are morally wrong and those that are pure mischief. I like the boy who occasionally indulges in harmless mischief, and I am sorry for the teacher who cannot enjoy his mischief. He loses a splendid opportunity to improve his acquaintance with and his influence over the boy. Play with your pupils and laugh with them, and they will work for you.

What do you do with your disciplinary problems? Do you send them to

the principal or do you

**Discipline** deal with them yourself?

**and Tact** To send such cases to the

principal is a confession of

weakness. Any teacher who is qualified to take charge of a class of thirty or more pupils should be able to maintain good order, which is the first essential to good teaching. Every time you successfully deal with a disciplinary problem yourself, you strengthen your position with your pupils and receive increased respect from them. There will be occasional instances when it will be necessary to ask for the assistance of a principal, but the great majority of pupils intend to do the right thing. Many cases of discipline can be avoided by the exercise of a little tact and patience. With a complete understanding between teacher and pupil, the disciplinary problems almost entirely disappear. A bad boy may be bad because he has nothing else to do. One of the best antidotes for disorder is to keep a boy busy.

To command a pupil to do a thing often seems to be the quickest and easiest way to get it done, but it is not always the best way. If our boys and girls are to become law abiding men and women, they must learn to do right because it is right. They must acquire

the habit of doing the right thing intuitively. We are training our pupils for business, and the work that we are doing offers endless opportunities to teach the supreme importance of industry, courtesy, honesty, obedience, dependability, and respect for authority. No other teachers can so easily and so effectively teach these principles of good citizenship, for we can make our boys and girls see that these qualities are absolutely essential to the highest success in business.

Many a pupil fails in class because he does not understand the best way to

prepare his lesson. We

**Explain** should frequently take

**How to Study** time to teach our

pupils how to study.

"To give a pupil a textbook without instruction in its use is like giving an unskilled workman tools and expecting that in some miraculous way he may be able to use them successfully without training."

The world requires of us to-day that our graduates be able to think. Unless we teach them to

**Develop Ability** think about the lessons that we assign,

they will be little

better than parrots. They will give back to us in class what we have given them, undigested and unassimilated. If they are to solve the larger problems of life, they should learn to think correctly while in school. A certain college professor said to a boy whose attention seemed to be wandering, "What are you doing?" The boy said, "I am thinking." The professor said, "Stop your thinking and go to studying." But I am well convinced that, in our school work, we must make a greater effort to develop the ability to think if our graduates are to be successful in solving the real problems they will meet after leaving school.

There was a time when it was generally believed that mental discipline, that is the ability to think, could be acquired only from the study of languages, mathematics, history, and science, but many years ago Doctor Harper, at that time the president of Chicago University, said, "We must admit that any subject properly studied under the guidance of good teachers will produce mental discipline." It is no longer believed that any group of subjects has monopoly of mental discipline. Even penmanship and typewriting cannot be well done unless the pupil thinks about his work. Some rules are necessary in all teaching, but teach your pupils the reason back of the rule, and then they will be intelligent workers.

To be of the greatest possible value to your school, you should be interested in all the work of **Co-operate With** your school; know **Fellow-Teachers** what the other teachers are teach-

ing, not merely the names of the subjects they teach, but have a general idea of what is included in the subject matter; also learn how your work may supplement and correlate with that of the other teachers. Visit their classes and see them at work. Stenography, typewriting, and English are three distinct subjects, but the teacher of each is working to develop the ability to write good business letters. They have a common purpose, and should plan and work together for the accomplishment of this purpose. Each of the other subjects included in your course of study is designed to make a definite contribution to the preparation of your pupils, and, while it is not necessary that you should know the subject matter of each, it is quite important that you should have a definite idea of the purpose of each subject included in the re-

quired course of study for your school. Do not wait for someone else to ask you to coöperate with other teachers.

To what extent are you a part of the community in which you live? Are you interested in com-  
**Join "Community" munity affairs, Activities** and are you making any contribu-

tion to the life of your community? Do you belong to the Rotary Club or the Kiwanis Club or the Chamber of Commerce or the Business Women's Club? You cannot, of course, afford to belong to all of these organizations, but membership in one of them will bring you in contact with people outside of your own vocation in life and will help you to live a larger and happier life in many ways. Incidentally, these contacts will bring you many opportunities to acquaint the public with the work that you are doing, and so will help to win friends for your work and your school. Whether your work is in public schools or private schools these contacts are of equal importance. Very early in my teaching, I heard a prominent educator say, "The average teacher is a man among boys and a boy among men." Since then, I have improved every opportunity to associate with other men that I might be a man among men. These organizations to which I have referred afford the finest opportunity for this purpose. I appeal to you men to be men with other men and to you women to be women among other women.

What are you doing day by day and year by year to increase your efficiency as a teacher? Your **Keep Growing** very presence at this **Professionally** convention suggests that you are not satisfied to stand still, and unquestionably, out of a meeting of this sort, you will get a new inspiration that will enable

you to do better work for some time to come, but conventions are not sufficient. Summer schools are not sufficient. A progressive teacher must continually seek new ideas to bring to his class. President Eliot said some years ago that the teacher who only brought dried fruits to his class would soon find his pupils becoming listless and uninterested, and that a live, progressive teacher should be constantly bringing fresh fruit to his classroom. You can get this fresh fruit by attending conventions, by observing the work of other teachers, and by reading current professional magazines and an occasional new book.

Dr. Davidson, who was one of the best speakers at the Providence convention, said, "The biggest business of the world is training boys and girls." Did you ever stop to think that you and I are big business men and women? When I studied law, I learned that, if a man were killed in an accident, the value of his life was normally estimated \$5,000 (possibly some men were worth more dead than alive). In my school, I have 1,200 pupils. If each life is valued at \$5,000, the student body is worth \$6,000,000. Doesn't that make me a big business man when property valued at \$6,000,000 is intrusted to my care?

The corollary from Dr. Davidson's statement is that, while you and I may be teaching bookkeeping, **Prospective** stenography, typewriting, commercial law, or English, we are indirectly teaching boys and girls, and, if we are to do our very best work as teachers, we must not forget that our big job after all is training boys and girls that they may develop into men and women of the right sort who will be a distinct asset to both the business and the civic life of our communities. The subjects

that we teach are merely the tools with which we work, and we should not become so absorbed in the use of our particular tools that we lose the vision of the men or the women that we are trying to build. Above all else, we must have faith in ourselves, faith in our work, and faith in boys and girls. St. Paul says, "Faith is the substance of things hoped for, the evidence of things not seen." Every boy and every girl offers a new opportunity for our best workmanship, and we shall do our very best work when we lose sight of our classes as groups, but keep constantly in mind a vision of what each individual member of this class may develop into.

I am told that the weavers of the beautiful Persian rugs see only the under side of the rug while they are at work and do not see the beautiful figures as they are developed on the surface of the rug. Day after day and week after week, they weave in the various threads until the rug is finished. Then the rug is taken down and laid upon the floor and they see all of its wonderful beauty. We as teachers must have the same patience and the same faith in the materials that we are using and the work that we are doing with our pupils, believing that in the end we shall see a result that will be eminently pleasing to us and to the world at large.

A man visited a new cathedral that was in process of construction. In the enclosure were several **Be Builders** men preparing stones to be used in the building. The visitor stepped up to the first man and said, "What are you doing?" and the man replied, "I am working for \$9.00 a day." He asked the same question of the second workman, and he replied, "I am cutting stones for this cathedral." The visitor then repeated

*(Continued on page 442)*

## Report of the Eastern Commercial Teachers' Association

Meeting at the McAlpin Hotel, New York, April 17-19, 1924

(**EDITORIAL NOTE:** *In order to save space for a more complete report of the 26th annual convention of this association, we are omitting the usual introduction.*)

### OFFICERS FOR 1921

**PRESIDENT:** Harry Loeb Jacobs, Bryant & Stratton College, Providence, R. I.

**VICE-PRESIDENT:** E. L. Layfield, King's Business College, Raleigh, N. C.

**CHAIRMAN, EXECUTIVE BOARD:** I. L. Lindabury, Burdett College, Boston, Mass.

**SECRETARY:** Frank A. Tibbets, Wm. Dickenson High School, Jersey City, N. J.

NEXT MEETING PLACE: Philadelphia

## General Meeting

Thursday, April 17

**PRESIDENT** Carlos B. Ellis, of the High School of Commerce, Springfield, Massachusetts, rapped for order at 3:30 P. M. and quickly dispensed with the usual routine of appointing committees on resolutions and nominations. Mr. Arnold M. Lloyd, of Banks Business College, Philadelphia, treasurer, reported over 500 paid memberships before the convention commenced—a record. Particular mention was made of the work done by the officials and local committee, headed by Mr. J. L. White, of the Heffley-Queensboro Business School, Brooklyn.

Mr. Frank A. Tibbets, the secretary, who had worked indefatigably for the success of the meeting, unfortunately lost his wife the week before. His bereavement and consequent absence were



HARRY LOEB JACOBS  
President, E. C. T. A. for 1924

very keenly regretted. Our first speaker was Mr. Cameron Beck, personnel director of the New York Stock Exchange, who spoke on "The Cost of Leadership." He had a message of real life, of boys and men saved from being misfits or assisted into higher spheres of activity by Wall Street's sympathetic men of big business. He sketched as he would in an assembly for

boys and girls the outstanding facts in the present employment situation. He interviewed some 9,000 young people in his office last year, and remarked that most of them were interested in the pay and hours of work; about one in a hundred asking "What are the opportunities."

He told striking incidents illustrating the effects of "a decadent home life" and the "growing aversion to work in

this country"; contrasting this with the early job contacts of many of Wall Street's most successful men. He said that unless a boy is a high school graduate or enrolled in a night school he will not be kept as an employee at the Stock Exchange. He has long ago "stopped worrying about blind-alley jobs. I am getting thin on top worrying about blind-alley young men and women."

Speaking of the man who had vehemently refused to permit his boy to study to become an expert mechanic after financial obstacles had been removed by an altruistic member of the exchange, because "No boy of mine will have a dirty-handed job," he replied, "There is only one kind of a job in this world that is a dirty job, and that is a job that puts dirt on a man's soul!"

He made four suggestions to teachers: (1) the need of planning our lives; (2) the need of purpose, "the lack of which is killing the to-morrows of more young people than anything I know"; (3) the need of perseverance; and (4) the need of a regard for righteousness, respect for law and order.

President Ellis selected as the topic of his address, "The Job of Being a Teacher." Few educators are better

**The Job of Being a Teacher**  
able through experience or innate ability to deal with such a problem. He tore real pictures, depicting successful and unsuccessful teachers, from the pages of his educational life. His was a concrete treatment of an ordinarily abstract subject. His characters taught their lessons as their actions wove the warp and woof of the story. We present the full text of the address in this magazine.

This topic served for a discussion by an able representative of business, Mr. F.

P. Hamon, office manager of the B. F. Goodrich Company Co., Akron, Ohio. He brought out the changed and changing relation between business and schools, saying that mutual necessity had developed mutual interest and mutual benefit.

The problem is a mutual one because neither institution can solve it alone. . . . Industry is constantly in need of trained workers. . . . In the long run there will always be places for stenographers, typists, bookkeepers, dictating machine, calculating machine, and other machine operators.

On account of the great mortality among high school students, and the rather greater need for a business training of the students who drop out, Mr. Hamon feels it the duty of the schools to help business in its struggle to keep down the cost of turn-over. As an example of how the schools would have helped him, Mr. Hamon, describing the line of promotion in his office as being "from typist to dictating machine operator," said that they had advanced a very good typist to the dictating machine division and found:

What she saw she could reproduce with her hands quickly, but what she heard she had difficulty in writing. The point here is that the schools really should have discovered this and possibly diverted the girl into another line of work or trained her in overcoming this difficulty, because she is badly handicapped as it is.

[EDITORIAL NOTE: True, in part; but does not the arbitrary line of promotion have something to do with the situation? Might not the young lady succeed elsewhere where the dictating machine would not interfere itself in her path? Would anyone suggest that a doctor who had proved highly successful as a family physician or a diagnostician, yet failed as a surgeon, should never have studied medicine? Would the medical school have been considered greatly lacking or the doctor a misfit because of inability to meet this peculiarly individual situation?]

He further stressed the importance of general training and information

courses in school, as well as instruction with regard to the fitness of things in business relations.

High school training courses should instill a sense of responsibility, an attitude of service, discretion, poise, courage, job sense, reliability, resourcefulness, self-confidence, accuracy, and adaptability as to voice, manner and address. He thought actual work in the school office the best means to secure such results, for students must realize business is a serious, not a play, affair. "I am convinced that our high schools must come to a longer day. Could not a plan be used in school that provides for the advanced group teaching the newer groups?"

"The bluffer in business is soon found out and let out," so Mr. Hamon favors co-operative vocational work, saying that afternoon and vacation work should be a part of every school course. General training is valuable, but the idea must be sold to each student.

For most people, the requisite for success is the ability to adjust themselves to their business environment and to make the proper adjustment between themselves and the other business institutions with which they have to deal. . . . Industry must expect to take students with their general training and their partly specialized training and fit them for its particular work.

Teachers should feel free to talk over problems of business with business men, but "business men have been altogether too aloof, and teachers too timid. . . . Toward final solution, the schools must lead the way."

Mr. Harry E. Bartow, Peirce School, Philadelphia, gave a most complete and interesting report of **Report on the National Secretarial Conference** the National Conference on Secretarial Training held October 27, 1923, in Boston. To those who were not there he brought much information—in con-

densed form certainly, but graphic and in true perspective. The *American Shorthand Teacher* carried a report of this conference in its December, 1923, issue.

The success of the annual banquet was guaranteed by the co-operation of the Gregg and Pitman teachers' associations of New York City. This year, it was arranged for Thursday evening instead of Friday, as heretofore, and the record-breaking attendance stamped the decision with approval. Dancing followed the speech by Mr. Glenn Frank, editor of the *Century Magazine*, honored guest and speaker of the evening. Mr. John E. Gill, Rider College, Trenton, N. J., presided as toastmaster. On the dais, among others, sat the president of the E. C. T. A., Mr. Carlos B. Ellis, and the president of the National Commercial Teachers' Federation, Mr. Henry J. Holm, of Chicago.

The following summary of the address by Mr. Frank on "The New Politics," was made by Arnon W. Welch. It is unfortunate that the limitations of time made it impossible for Mr. Frank to develop his subject with that comprehensiveness and completeness which the subject deserves, and of which he is master. A young man, already internationally distinguished as an editor and journalist, Mr. Frank is one of the torch bearers of a new civilization.

The premise of the discourse on "The New Politics" is that we are facing a breakdown of representative government. **The New Politics** This is for the reason that, as a people, we are not politically minded; we are too willing to "let George do it," and George has not done it well.

This is evidenced by the fact that we have made or allowed to be made material and important changes in the functions of our

government without any change whatever in government tools or leadership.

The chief function or task of our government, as originally conceived and organized, was that of *policeman*. It was to protect us from encroachment from within and from invasion from without. To this has been added the task of *service*, in various and numerous ways, as evidenced by the functioning of state and federal commissions and departments of government that have been created since the federal constitution was adopted.

But the *tools*, *technique*, and *leadership* of government have remained the same. These will have to be changed if government is to function intelligently under the new conditions.

Fundamental in the changes to be made will be the basis of representation in Congress and the state legislatures. Representation is to-day on the same basis—territorial—that it was at the beginning of our national life, when the country was sparsely settled and in a primitive period of industry. At that time there was similarity and unanimity of interests. To-day, interests are diversified, in many instances apparently antagonistic, and have attained a magnitude with which the old machinery is not able to cope.

Consequently, it will probably be necessary to add to territorial representation another kind; namely, occupational representation. We have it, in fact, as shown by the "fifty-seven varieties" of *interests* that have headquarters in Washington and influence legislation. They are extra-legal. We should provide for such representation in our fundamental law, and require the occupational interests to conform to the legal mode of representation and influence.

Mr. Frank said that there were seven lamps, or *principles*, that should guide us in changing from the old to the new politics. He felt it necessary to limit discussion to four, which are herewith briefly presented. However, a full discussion appears in the *April Century*, and it will be well worth the reader's while to digest and assimilate the entire discussion.

The first lamp is that of *skepticism*, by which is meant *scientific discontent*. Mr. Frank pointed out that in breaking away from ancestor worship, by which we are hampered, we must distinguish carefully between "social discontent" and "scientific discontent." The former is merely blind anger against the results of government, dangerous, and is the principal ingredient of revolutions trailed with blood. It cannot be got rid of by campaigns and laws. It must be replaced by "scientific discontent," which coolly and

intelligently analyzes the results of government and tries scientifically to change the forms of government so as to give the desired results under changed and ever changing conditions.

The second lamp is *science*. The new politics will make use of the statistical method and rest on a fact basis—not on guesses and opinions.

The third lamp is *scientific humanism*—an apparent paradox, but not so in reality. The fundamentals of the new humanism will be the sciences of biology, psychology, and anthropology. Scientific humanism will recognize and have an intelligent, sympathetic attitude toward individual and racial differences that are inherent, despite the Declaration of Independence.

The fourth lamp discussed by Mr. Frank was that of *action*. The new politics will have less of oratory and more of achievement; the leaders will be not stump-speakers, but governmental engineers.

Mr. Frank pointed out that the new politics could very possibly evolve out of the old, if the recent revelations of the debauchery of government shocked us into taking an interest in government.

## General Meeting

Friday, April 18

PRESIDENT ELLIS introduced Mr. L. O. Morni, manager of *The Annalist*, New York City. He spoke most engagingly on the many opportunities presented to business educators to train the minds of youth and help to solve the immediate, pressing problems of national and international commercial life. He pointed out many ways of connecting the study of economics with the life of the individual and emphasized that it was our widespread ignorance of fundamental economic laws that resulted in the deluge of dangerous legislation every year. His experiences in talking on current business conditions over the radio had taught him through the many communications he had received that there is a real desire on the part of people to know the facts if they can but have them pre-

sented in a simple, straightforward way. This is the job of the commercial teacher.

His closing thought was that teachers should encourage their pupils to be optimistic as to the outcome; that the nation is "fundamentally sound" and that "it would take an upheaval of unprecedented proportions to destroy the nation's prosperity."

## Economics Section

Friday, April 18

*Chairman, Dr. Cheesman A. Herrick,  
President, Girard College, Philadelphia*

THE Economics Section opened its meetings with the subject, "Retail Salesmanship, which was handled by Helen E. Parker, High School of Commerce, Springfield, Massachusetts.

The command that Miss Parker has of her subject on the floor would convince even the most **Retail Sales-** skeptical of the practicability of teaching retail selling and of her effectiveness in the work. Her address was confined to a discussion of the opportunities in the retail store and the plan in operation in Springfield.

Those who were looking for a cut and dried program of studies of the course which they could carry away were disappointed. Miss Parker laid that matter to rest with the statement that their program was the "usual kind." However, it was easy to see that the presentation, in some respects, is extraordinary. If a girl starts to the store with spots all over the front of her dress—well, she just isn't allowed to go that way, that's all. And she isn't asked to write a paper on neatness, either. Miss Parker simply says, "Why, you are not going to the store

with all those spots on your dress, are you?" And the girl doesn't.

Miss Parker emphasized the practical side of personality training and the part-time arrangement with stores, both of which are in full swing in Springfield.

The discussion was lead by Mrs. Ottilo Stehlin, of Macy and Company, New York. Mrs. Stehlin has some excellent educational philosophy, whether or not she would recognize it by that name. And the way she states it, there is no mistaking her meaning.

Paraphrasing Mrs. Stehlin's remarks somewhat into our vernacular, what she was saying was that elections of courses should be based upon kinds of aptitudes and not degrees of scholarship. What she said in her own effective way in the vernacular of business was:

People rise in any vocation according to their level of intelligence. We cannot make executives out of rank-and-file material. Sending purchasers abroad with a million dollars of purchasing power to buy for us, relying implicitly upon their individual judgments in the expenditure of that money, is quite a responsibility that requires the best type of mind. Send us your aces and they will get the ace jobs.

Clyde O. Thompson, principal of the Commercial High School of Mount Vernon, New York, talked on Commercial Law in the Business Course.

In defining commercial law, Mr. Thompson warned us not to be too ambitious in our terminology, and suggested for use in the **Commercial Law in the Business Course** place of the usual term that of "Business Contract Law," based on common law and equity. The term "contract" is not used in the restricted sense of the subject matter usually presented under that title, but embraces those special contractual relations treated under sales, negotiable instruments, agency,

insurance, real estate, and fixtures. "A study of these subjects resolves itself," said Mr. Thompson, "into a study of business precepts, precedents, business relationships, court decisions in typical equity cases, as well as the well-defined principles of law which are necessarily fundamental." This outlines for us, also, the scope of the subject.

Justifying the teaching of the subject, Mr. Thompson discarded the usual reasons given therefor and substituted in their place a justification "in terms of social adjustment values." This was based upon the complexity of relationships and the claim that a mastery of the subject gives the learner "a clearer understanding of personal relationships, both social and business."

Mr. Thompson listed the major objectives for the course as follows:

1. To act intelligently in the transacting of business.
2. To comprehend the business transactions which result in a contract, the relationship resulting therefrom and the principles of law applicable.
3. To apply intelligently principles of law to business contracts and to determine the legal rights of the parties concerned.
4. To comprehend those precepts and precedences which influence legal relationships and the operation of law fundamentals.
5. To acquire useful knowledge of business technique in relation to legal papers and rights of parties thereto.

The minor objectives were illustrated by a lesson on Sale of Personal Property, and are:

1. To know what a sale is and to distinguish a sale from a barter.
2. To know the difference between a contract of sale and a sales contract.
3. To know the legal rights and obligations of both the seller and the buyer.
4. To know the rules and law fundamentals applicable to the sales contract.

5. To know the requisites of the written contract of sale and when and under what conditions it is necessary, etc.

Mr. Thompson emphasized the point that "we should consider proper conduct, the principles of equity as well as the rules and principles of law. This point was enlarged upon by Daniel S. Kealey, superintendent of schools, Hoboken, N. J., who led the discussion. Mr. Kealey said that unless the teacher shows the students the sanctity of moral obligations as well as legal rights and obligations, a great opportunity would be missed to contribute to their ethical education. He illustrated this with the difference between the moral and the legal obligations on the contracts of infants.

The afternoon session of the Economics Section opened with a scholarly lecture on the teaching of **Afternoon** commercial geography by **Session** Professor P. M. Heiges, of New York University. Professor C. M. York, of the State College for Teachers, Albany, led the discussion.

Dr. Calvin O. Althouse, of Central High School, Philadelphia, feels that the teaching of economics belongs in the third, preferably in the fourth year of the high school program. The disadvantage of this, however, is that a large percentage of the high school enrollment has already left school. The successful teacher of economics must be enthusiastic and must have the interpretative sense. He urges that the teaching of this subject be, not an abstract discussion, but a human story. For instance, in the study of taxation, start with a cross section of the community in which the student lives, leaving him to work out for himself the reasons for the different tax rates on rural, suburban, and city property.

(Continued on page 411)

## With An Accompaniment

From "The Manchester Guardian" (England), Saturday, February 23, 1924

**A**T the British Association meeting last year a speaker raised once more the question of the benefits manual workers derive from **Typing to Music** rhythmic movement, especially when any particular action—as in swinging a sledge or sawing—is repeated over and over again. So great are these benefits that psychologists and industrial experts are asking that manual workers receive special training in rhythmic movement—i. e., movement fitted to a time beat. After all, these experts are not advocating a new thing, for philologists tell us that language itself may have started in the first rude noises made by our prehistoric forebears to accompany the rhythmic swing of body, leg, or arm in dancing or in work.

The tendency to whistle or sing at work is instinctive and beneficial, though one remembers the story of the maid who had to be dismissed for slowness because her favorite vocal accompaniment to sweeping was "Abide with me." Eurhythmy itself is simply an example of the idea applied to special ends, and emphasizes the fact that rhythmic movement is beneficial. It is less wearing to the nerves than uneven muscular motion; it makes less demand on the directive force of the brain; it distributes muscular stresses evenly, and saves strain and wear. Moreover, it brings in its train an inevitable improvement in speed and accuracy.

Perhaps the very latest application of this idea to training methods is in **typing**. I have recently seen classes of typists at all stages of learning striking the keys in

time with the strains of some popular dance tune played on the gramophone, and in two cases I even witnessed small classes playing tunes themselves on that apparently very unmusical piece of mechanism, the typewriter. In one case a bevy of young Aberdonians were rousing a large audience to the verge of riot by tapping out real, and horn-pipe, and fling; and in the other a London class caused almost equal enthusiasm by imitating the drum roll of a march, and by some wonderful means producing row after row of little soldiers at the same time.

At first we trained sight typists, who looked at the keyboard to find the letters and then tapped them out with one or two fingers. Then we had touch typists, who never looked at the machine, but relied on the sense of touch to manipulate the keys; and, incidentally, it became nearly as easy to teach blind people to type as those with sight. Now even these advances in method are being relegated to the past as insufficient, and we have rhythmic-touch typewriting. After proper training and under proper conditions the typist of the future should be faster, more accurate, and more healthy.

Let there be no misunderstanding, however. The musical accompaniment is used only in the learning stages. Once the typist has the idea of rhythmic finger-strokes, the gramophone is abandoned. I mention this because one busy merchant in the north, after hearing me speak on this new method, expressed himself forcibly against having his letters typed to the tune of "Yes, we have no bananas" while he was trying to work in the next room.

—H. L. C.

# TEACHERS' CLASS DRILLS ON THE O. G. A.



Conducted by Florence Elaine Ulrich

Editor Art and Credentials Department  
of the *Gregg Writer*

## Shorthand Writing Analysis

ONE of the most interesting clubs we received in the O. G. A. Contest consisted of 200 specimens from a large Middle West high school. The club was interesting because the papers practically without exception showed work that we were entitled to rate, under high standards, as good plus. Obviously in this school is a large group of students who with a little concentrated attention to the eradication of certain easily recognized defects in their writing might have submitted specimens deserving of Honorable Mention and even Superior Merit rating. The significance of this lies in the fact that a club of this size, averaging but a little higher in grade than many of the other clubs received could be rated, if a little more practice had been put in on the elimination of the recognized faults, would in all probability have won the school prize in the contest. A little earlier recognition of the value of contest training, a little more enthusiasm from the beginning of the school year, a little supplementary assistance, such as would have come from practicing the tests given each month in the *Gregg Writer* and trying for the O. G. A. certificate a month or two before preparing contest papers, would have enabled this school to establish the unique record of qualifying a large group, and would have put this school over the top as the contest winner.

We were very glad indeed to receive this club, but we left the papers with mingled feelings of regret and hopefulness—regret from the unrealized possibilities and hopefulness for the possibilities to be realized another year.

Now, another club of papers which did win a prize, won it because it had just the practice on the elimination of faults that the other club did not have, and this was supplemented by practice on the correct forms which the other lacked.

One of our contestants wrote, "I wrote this copy over 140 times," and we were sorry to hear it because the copy showed that the writer, not knowing what constituted correct style, had merely made the groves in his brain deeper in establishing incorrect habits of writing. It would have been better first for him to observe and to study correct notes before putting his pen to paper, in order that he might know what correct notes are and how they should be made. That kind of practice would have put his specimen in the Honorable Mention class—instead of being routed through to the waste basket.

Let us review our reasons for stressing so emphatically the necessity for writing correct notes. First and foremost is legibility. The writing avails you nothing if your notes are not legible, and by legibility we mean notes

that can be read off without any hesitation whatsoever. The second reason is that by writing the shorthand characters correctly, joinings are made easier. To illustrate: In this contest copy I should say, roughly speaking, that 75% of the writers made a failure of writing the word "profoundly." The principal fault was lack of proportion. The "pr" was much too large for the rest of the word and in many instances the "end" was too long. If "pr" had been joined smoothly, the *f* curved well at the top, and *f* and "end" joined smoothly with proper regard for the length of these characters, not only would it have been easier to write, but it would have been easier to read. The whole outline was distorted simply because the individual strokes had not been carefully mastered.

To be able to strike off a correct form once in a blue moon isn't sufficient for

establishing correct writing habits. Only recently I was told that one of our expert plate writers, whose articles appear in many of our textbooks, wrote 63 pages of the word "as."

Now obviously it wasn't necessary for her to write sixty-three pages of that little word "as" in order to get a perfect outline. But it wasn't one perfect outline that she was striving for—she was aiming to establish the habit of writing a correct "as" whenever she wanted to. In order to do that she had to write character after character and page after page of them until she was satisfied that she had accomplished the mastery of it.

It is that kind of practice—first an analytical study of the correct form of a character, and secondly the persistent writing of it, that will make good shorthand writers.

## Class Drills on the June O. G. A.

THE little extract taken from John Bunyan makes an interesting test to be used for the next few months (the test is good until September 25). The general point to look for in this copy is proportion. A preliminary talk on the importance of maintaining proportion will impress the students at the outset with the necessity for watching out for the relative length of strokes and the size of vowels. In all of their practice insist on fluency and the use of the get-away stroke. Using the get-away stroke does away with the blob at the end of the characters that not only detracts from the appearance of the copy but is detrimental to the acquisition of speed in note taking.

A suggestion might be to practice one line at a time, first ascertaining how many words conveniently can be written

in a  $2\frac{1}{2}$ -inch column. If there are any words in that line that give trouble, drill on those particular words first until the students can write them correctly. For instance, in the first line there are a good many circle vowels and there are some writers who persist in retracting the circle when joined to other strokes. Illustrate on the blackboard and show the students how easily and gracefully the vowels can be joined. Call attention to the size as well as to the joining.

Some of the words in the copy are given (page 406) for special practice. Just a word about the word "ways." This combination was in the contest copy and very few of the contestants actually wrote it correctly. Note that the hook retains its true form, that is, deep and narrow, and that a horizontal line

drawn between the two would cut them apart without disfiguring either of them. Also watch direction of slant.

The phrases that are given should be practiced until they can be written without hesitancy.

beheld, that, they, went, ways, beside, straight, narrow

Next drill on the horizontal curves, first explaining that they should be kept up in a horizontal position so that a line drawn across the top from the beginning of the stroke would touch the end of the stroke. See illustration.

Watch the slant and forms of the curves in the third drill.

Other suggestions will come to you as you carry on this preliminary drill work. You will find that some students are weak in one thing and some in another and the drill may be worked out so as to meet their needs. The greatest need is to *carry on*. We are eager to help you do this. Firmly and vigorously

left-hand, hill, right, lay, Christian, drank, his, pluck, wrong, where

bottom, spring, difficult, began, covet, ascend, offend, faint, better

they came, to the, at the, of which, there was, in the, same place, of the, and the, to refresh, to go, will not, I perceive, the right

(Continued on page 420)

## EDITORIAL COMMENT

On Sundry Topics

### Making Shorthand an Everyday Utility

AT the shorthand conference at Philadelphia, March 8, Dean Walk, of Temple University, spoke at length on the great advantage of shorthand as an everyday utility. He advocated strongly the substitution of shorthand for longhand writing wherever it was possible; that the two arts be taught side by side. The day will surely come when the universal use of shorthand will be a necessity. There is no reason, he thinks, why shorthand should not be taught very early in the pupil's career in school so that he could make use of it not only in his daily work in school but for practically all general writing purposes.

Shorthand is not such a highly technical subject that its essential principles cannot be mastered at a very early age. In fact, the learning of shorthand writing could be made almost as easy as the learning of longhand writing. If pupils just *grew* into the use of it in a natural way, as the need arose in conjunction with learning the English language, without a vocational aim in view, the learning and use of it would be a very simple matter. This is not a new idea. It has been stated many times before. But it is an idea that teachers can very well afford to sponsor vigorously. If shorthand were taught for its everyday practical value, the number of teachers would be increased ten-fold or more, and the advantages would mount up beyond computation.

What are the difficulties in the way

of a pupil, in the fifth or sixth grade, we will say, learning shorthand? Let us analyze the matter. The first objection, possibly, would be that shorthand "is over his head; the difficulty of learning would render it impracticable." The second is vocabulary. "The student's limited vocabulary would make it well-nigh impossible for him to acquire a practical working knowledge of it." And a third objection might be, "the curriculum is already overloaded."

As to the first, shorthand is not a difficult subject in *content*. With a simple system like Gregg Shorthand, which is largely alphabetic and syllabic, it is as simple, almost, as longhand. The two subjects—longhand and shorthand—could be taught together very effectively. As to the second objection: The difficulty in vocabulary arises mainly from the fact that most shorthand textbooks are written from the vocational angle; both the principles and the vocabulary are adapted to pupils of more mature age than we find in the fifth or sixth grade. It is worthy of note, however, that in the first sentence of the first edition of Gregg Shorthand, the author declared that it was intended to be "a simple, rapid, and perfectly legible phonographic writing for general use." Eliminate the vocational aim, and you reduce shorthand to its simplest terms. With proper teaching, the pupil's knowledge of shorthand could be developed along with his knowledge of the language. An analysis of the language judged to be suitable for pupils in the fifth and sixth grade shows that, almost without exception, the words would be written in shorthand from simple alphabetic material such

as is now presented in the first few lessons in the Gregg Shorthand Manual. The problem is merely one of adapting the principles to the vocabulary of the student at that period in his educational development.

The third objection is easily removed by combining the teaching of shorthand writing with longhand writing. The period now devoted to longhand, split up into two divisions—one for shorthand and one for longhand—would greatly increase facility in the use of the two arts.

The great stumbling block in the way of teaching shorthand to young pupils heretofore has arisen from the difficulty of learning the principles in the older systems. Originally, shorthand was devised with the purpose in view of reporting speeches and proceedings verbatim. It was intended for professional use only, although a vigorous attempt was made to make its use universal, but without success. The complexities of the old-time systems were too difficult to surmount. The commercial use of shorthand was developed later on the foundation already established. Until Gregg Shorthand became most generally used the vocational idea persisted, and it continues to persist. If shorthand were taught as an art of general utility, the pupil grew into its use purely as a time-saving expedient, to say nothing of its educational value, and his knowledge of the principles developed as his language developed, the whole process would be natural and effective. Then the selection of shorthand writing as a professional career would come about naturally by attracting those who were especially fitted to enter the higher realms.

*Shorthand should be for use by everybody.*

And it can be made so if teachers will simply use it themselves, advocate it,

and adopt methods which will make its mastery easy of accomplishment.

—R. P. S.

+ + +

### Teachers' Certificates

THE list following gives the names of candidates who have secured the Gregg Teacher's Certificate since the last announcement:

Ethel B. Trosper, Denver, Colo.  
 Edith E. Wallace, Stewartville, Minn.  
 Alice Williams, Fort Worth, Tex.  
 Wilma Woodruff, Fort Worth, Tex.  
 Leona Young, Greeley, Colo.  
 Frances Morley, Plattsburgh, Nebr.  
 Elizabeth O'Keefe, Oklahoma City, Okla.  
 Evelyn V. Oliver, Yakima, Wash.  
 Dewey Parthum, Joliet, Ill.  
 Mrs. Guy B. Powell, Baton Rouge, La.  
 Ethel I. Nylin, Denver, Colo.  
 Grace Oldham, Greeley, Colo.  
 Addie Pearson, Mt. Pleasant, Utah  
 Nellie A. Plain, Springfield, Ill.  
 Mary Ruvolo, Greeley, Colo.  
 Sister S. Jean-du-Cenacle, Lowell, Mass.  
 Clara B. Skroch, Independence, Wis.  
 Marguerite Smith, Greeley, Colo.  
 Esther Stone, Greeley, Colo.  
 Bertha L. Ager, Cedar Falls, Iowa  
 John B. Ames, Cedar Falls, Iowa  
 Alma S. Andersen, Cedar Falls, Iowa  
 Martha Blumenthal,<sup>\*</sup> Chicago, Illinois  
 Effie Brouk, Denver, Colorado  
 Gertrude H. Christofferson, Cedar Falls, Iowa  
 Esther Maye Coffin, Waterloo, Iowa  
 Rena Collins, Fort Worth, Texas  
 Marguerite Dancy, Oklahoma City, Okla.  
 Nelda LaNore Davin, Cedar Falls, Iowa  
 Mamie F. Diederich, Ft. Madison, Iowa  
 Ralph Eggleston,<sup>\*</sup> Kearney, Nebr.  
 Mary Enid Farran, Cedar Falls, Iowa  
 Rose Alora Fenner, Cedar Falls, Iowa  
 Gladys Gentles, Chico, California  
 Sister Mary Gonzaga, Highland, Illinois  
 Irene Grusin,<sup>\*</sup> Augusta, Ga.  
 Sue I. Hanlon, Cedar Falls, Iowa  
 H. Beulah Hatcher, Cedar Falls, Iowa  
 Samuel H. Hays, Lewistown, Pennsylvania  
 Ione M. Helgason, Cedar Falls, Iowa  
 Eleanor Hertzberg, Cedar Falls, Iowa  
 Rose G. Hoffman, Denver, Colorado  
 Lenora K. Holm, Cedar Falls, Iowa  
 Mrs. Dorothy M. Britton, San Francisco, California

*(Continued on page 422)*

*\*Certificate granted by Gregg School.*

# SCHOOL NEWS and PERSONAL NOTES

Found in the Editor's Mail

WE wish it were possible to be sure that everyone seeing a misstatement would see the correction, and so we begin this page this month with a correction and an apology.

Mr. J. H. Long, whose purchase of the Flint, Michigan, Business Institute, was reported in our April issue, was formerly owner of the Bliss Business College at Flint—not at Columbus, Ohio. Mr. Long some twenty-five years ago was an instructor for Mr. C. A. Bliss, in one of his Eastern schools, and later bought the college at Flint, Michigan, owned by Mr. Bliss' brother, but he was never connected with the Bliss College at Columbus. The Columbus school, so well-known to our readers, was founded by Mr. C. A. Bliss, who, with Mr. A. McFadyen, (secretary) and Mr. George L. Gebhardt (head of the shorthand department for the last twelve years) have made Bliss a leader among private colleges—one of the first to be accredited by the state department of public instruction.

\* \* \*

In addition to its summer sessions, the College of Business Administration of Syracuse University makes special announcement of its fall commercial teaching and secretarial courses. There will be a four-year teachers' training course starting this September, and also a four-year secretarial science course. The teachers' training course will prepare teachers for the teaching of secretarial sciences, commercial and business subjects, and on completion of the course, the university confers on the graduates the degree of Bachelor of Science in Commercial Teaching.

The secretarial science course will prepare the students for the duties of

private secretary, social secretary, public or semi-public secretary, and corporation secretary. Completion of this course entitles the student to the degree of Bachelor of Science in Secretarial Science.

Registration for the four-year courses begins September 16. Classes in all departments of the College of Business Administration will be organized at that time.

The summer sessions will be from June 30 to August 3, and August 8 to September 12.

\* \* \*

We were surprised to learn from a clipping from the Marshalltown *Times-Republican* that Miss Lena Vogt has sold her school and is leaving the teaching field. Miss Vogt has owned and operated Central Iowa Business College for the past six years, when she bought the school from Mr. W. H. Gilbert. Miss Vogt sails on the Canopic for Europe, June 24, to be gone until October. She expects to spend the winter with her mother in Traer, Iowa, on her return.

Mr. H. H. Hunt, of Davenport, who is now owner, took charge of the school the first of this month.

We hope Miss Vogt, or any others of you who are in New York City this summer, will stop in to see us.

\* \* \*

Friend S. J. Shook, business manager of Topeka Business College, is a convincing writer, as well as a "live" teacher, and the *Topeka Daily State Journal* March 15 gave a column to quoting for the benefit of all its readers an interesting article Mr. Shook had

(Continued on page 441)

## N. E. A. Meets at Washington

**W**ASHINGTON, D. C., is the favorite city for the gathering of the clans this summer! It has been chosen not only for the meeting place of the National Education Association (July 1-3), but also, as you have noted in the May *Gregg Writer* from President Gurtler's department article, the National Shorthand Reporters' Association holds its Silver Jubilee celebration and Speed Contest there August 18. We hope that many of our readers

will be able to include both events in their summer programs. The preliminary program of the Department of Business Education of the N. E. A., has just reached us. President Frederick G. Nichols (Harvard University), Vice-President Frederick Beygrau (Evander Childs High School, New York City), or Miss Helen L. Price (South Philadelphia High School for Girls), the secretary, will gladly give you detailed information.

### First Meeting, Tuesday, July 1

Luncheon Conference at 12:15 P. M. Under the Auspices of the Chamber of Commerce Ball Room, City Club

### Second Meeting, Tuesday, July 1

#### Junior High School Business Training

*Chairman, F. G. Nichols, Harvard University, Cambridge, Massachusetts*

2:15-2:30—The Relation between the Separate Commercial High School and the Cosmopolitan High School, by *Principal Allan Davis, Business High School, Washington, D. C.* Discussion

2:30-2:45—The Scope of Junior High School Commercial Education, by *Clyde B. Edgeworth, Supervisor of Commercial Education, Baltimore, Maryland* Discussion

2:55-3:10—Content and Primary Aims of an Elementary Business Training Course as a Forerunner of Bookkeeping, by *Principal Annie T. Wise, Commercial High School, Atlanta, Georgia* Discussion

3:20-3:35—Business Arithmetic from a Vocational Point of View, by *C. E. Bowman, Head of Commercial Department, Girard College, Philadelphia, and Instructor in Teaching Methods, School of Education, Temple University, Philadelphia* Discussion

3:45-4:00—The Vocational Need for Business Writing in the Junior High School and How to Meet It, by *Elmer G. Miller, Director of Business Education and Supervisor of Writing, Pittsburgh, Pennsylvania* Discussion

4:10-4:25—Special Problems of the Junior High School Typewriting Teacher and How to Solve Them, by *Carrie A. Suydam, Monroe Junior High School, Rochester, New York* Discussion

### Third Meeting, Thursday, July 3

#### High School Business Training

*Chairman, John Aubel Kratz, Chief, Rehabilitation Division, Federal Board for Vocational Education, Washington, D. C.*

2:00-2:15—Business Meeting

2:15-2:30—The Scope and Organization of Senior High School Commercial Education

2:30-2:45—Classroom Helps in Training a Typist, by *Mrs. F. M. Butts, Business High School, Washington, D. C.* Discussion

2:55-3:10—Classroom Helps for the Shorthand Teacher, by *Mrs. Helen L. Campbell, Elizabethtown College, Elizabethtown, Pennsylvania* Discussion

3:20-3:35—Office Practice on a Vocational Basis, by *Lewis A. Newton, Office Practice Department, East Boston High School, Boston, Massachusetts* Discussion

3:45-4:00—Business English as a Part of Stenographic Training, by *S. Augusta Tainter, Theodore Roosevelt High School, New York* Discussion

4:10-4:25—Teaching Bookkeeping so as to Realize Its Most Important Educational and Vocational Values, by *L. L. Jones, West High School of Commerce, Cleveland, Ohio* Discussion

## Report of Convention of Eastern Commercial Teachers' Association

(Continued from page 402)

Mr. Harold Fields, of Theodore Roosevelt High School, said that the two important things expected of the economics teacher are: (1) Knowledge of the subject, and (2) Ability to put it across. He emphasized the importance of study of current topics.

Dr. Cheesman A. Herrick, President of Girard College, sees in economics the *science* of the commercial course, the articulating element.

## Secretarial Section

Friday, April 18

*Chairman*, Edward J. McNamara, Girls' Commercial High School, Brooklyn

THE chairman invited "wholesome skepticism" and open discussion from the floor. We had both. There were no silent or dragging moments.

Mr. C. M. Grover, Roxbury High School, Boston, spoke on "The Development of Business Power Through Secretarial Problems." He feels that with the colleges offering four-year courses in preparation for private secretaryship it behooves the high schools to go slowly in attempting to train along that line. After all, the stenographic secretary is the only one secondary schools can honestly hope to prepare.

A real secretary must develop power, and "power is the end of all education. It means the demonstrated ability to do things. Power reveals itself only in work done. Power is more than capacity to act. . . . Many men can do a thing; only one does it."

"Something of the secretary's personality must enter into the daily rendering of her work. That is not true of the purely clerical worker." Judgment, character and trust-

worthiness as well as loyalty must be developed in school: and "young people of high-school age instinctively give their loyalty to persons or to causes which they admire. It really remains for the high school teacher to fashion that impulse of instinctive loyalty into acts of sustained achievement."

In order to establish relationships which will develop loyalty on the part of individual students, Mr. Grover suggested that every member of the faculty should take on a pupil as a secretary, delegating all clerical and detail work to that pupil.

For schools lacking the expensive office equipment associated with complete office practice courses, Mr. Grover suggested that pupils secure experience and power through actually handling the report cards, sorting and tabulating results, so as to develop the ability to handle statistical work. Reports from grammar schools brought by entering high school students might also serve as the basis for excellent constructive practice in filing, gathering of information and the exercise of judgment.

Sales and audit records may be secured from the department stores. Students may well be instructed to go out and search for some sort of clerical work, reporting back to the teacher on what they are doing and bringing comments from their employers. Much of the clerical work of the schools can be done in this way, including the checking up of inventories, supplies, etc. There are always the school bank, attendance records, gymnasium records, health cards, special reports, and duplicating work.

In all such work the employer's "praise and blame have a far keener cutting edge than ever before in school." The competition among pupils "acts as a stimulus to become more efficient. The pupil uncovers a great many difficulties which you and I would entirely overlook in a class exercise." And there is no possibility of getting help from a neighbor.

As to the difficulty of grading such work, Mr. Grover feels that if the various types of class and outside work were properly correlated "the values of personality and of efficient service, and of personal power can be measured with an approach to accuracy."

Brief discussions were contributed by Mr. Meyer E. Zinman, Girls' Commercial High School, Brooklyn; Dr. E. H. Eldridge, Simmons College, Boston; Mr. Walt Mechler, Boston University; Miss Helen F. Lamb, Lamb's Business Training School, Brooklyn, and the chairman.

All agreed on the value of doing practical work. Some felt, however, that the problem of administering a multiplicity of jobs parcelled out among a large number of pupils was too great, so only did such work as mimeographing and multigraphing. Miss Lamb brought out the difficulty of taking time and having patience with the student who is beginning office work, but she considers it well worth the trouble in the end.

Dr. Eldridge reported that Simmons College has been able to get one entire day each week for a term set aside for senior girls to go out on real jobs. "It is a problem to get the jobs and to keep the girls on them; but it does develop responsibility." He added that "the employers say the girls are not too much of a nuisance, and are willing to try them a second time."

Mr. Conrad J. Saphier, chairman of the stenographic department, Bay Ridge High School, Brooklyn, talked on **Technique in Typewriting—A Fundamental** "Technique in Typewriting — A Fundamental in Getting Results." He covered the following topics: (1) equipment, (2) course of study, (3) high points in the course, and (4) qualifications of the successful teacher. To summarize:

He favored having each typewriting room standardized as to machines, permitting the students to work one term in one room and pass to another room the following term where a different make would be available.

Cleanliness of machines and neatness of desks and rooms are required from the first.

In the second term, classes take turns under regular assignments in cleaning and oiling all machines once a week.

One of Mr. Saphier's hobbies is the development of artistic arrangement of typewriting from the very beginning. In the first term centering, margins and pivoting are taught. Later a typewriting notebook is made by each pupil on the machine, the sheets of the permanently bound book being inserted by a special method. This notebook is made up of salient facts and pointers which the student will need to refer to frequently in his course.

After four terms of typewriting instruction, students pass into an applied office practice class. They then act as secretaries for the members of the faculty.

Miss Louise McKee, Girl's Commercial High School, Brooklyn, read

**Tendencies in the Teaching of Shorthand**

an interesting paper on "Tendencies in the Teaching of Shorthand, with Constructive Suggestions." Setting forth the aim of all shorthand teachers as being "to induct our pupils into the business world with the least possible friction and to make them of most value in the business of our community," she described various ways of accomplishing it.

One way to correlate the school work more closely with the demands of business, is by simulating real office conditions wherever possible. Business men criticize shorthand speed less than they do lack of transcribing speed and accuracy. Class dictation should be varied, not all uniform in rate, various obstacles to hearing and writing should be introduced, and all pupils should be made to feel that they must be able to read everything back on the instant whether it be a few minutes or a month old. Directions to correct notes should be given in the midst of the dictation as a business man would change his sentences and thought.

Students may come up to the teacher's desk and take a letter at a time, thus imitating actual stenographic conditions during the class period. "It is through the formation of the habit of examining every sentence written to see that it makes sense and fits into the context that the sense of responsibility for turning out intelligent work is developed; and this feeling of responsibility is the stenographer's greatest aid."

The transcription rate may be raised by grading pupils "in terms of percent of speed above a set rate and penalizing all speeds failing to reach that rate." In order to eliminate the waste of material, no work should be permitted to be rewritten, and proper practice in erasing and correcting should be had.

Miss McKee suggested a test which would meet business standards. It involves the dictation at various rates of speed of four or five business letters, totalling about 500 words, and including at least one letter with a simple tabulation and indented arrangement required.

Ten or fifteen minutes are allowed to check over notes, look up words in the dictionary, etc., and a minimum transcription time is announced, with a bonus of two or three percent for each minute saved. A deduction of an equal amount is made for taking more than the minimum time.

Heavy deductions are made for errors: spelling and syllabication, 10%; uncorrected or poorly corrected typing errors, 2% to 5%; substitution of words which makes nonsense, 50%, provided the error can be corrected without rewriting the letter. No deduction is made if the substitution does not alter the meaning. No credit is allowed if letters must be rewritten.

In the afternoon session, Miss Ethel Rollinson, of Columbia University, New York,

**Tests and Measurements in Shorthand** discussed "Tests and Measurements in Shorthand." After mentioning various

prognostic and diagnostic tests in education and clerical subjects, she took up those organized for shorthand, remarking that to date no complete surveys have been made which assure thorough knowledge of the basic requirements for stenographic success. She then described the special diagnostic tests designed to eliminate the personality of the teacher as an element in determining what progress the student is making. These cover the first four lessons of the Gregg Manual, and enable the

teacher to discover the student's weaknesses and thereby suggest what is needed to improve his work.

Miss Rollinson uttered a caution against expecting any test to test traits for which it was not originally prepared. She emphasized that tests at best only "give us a clue to potential ability, to general intelligence and to the technical ability of the student; but they do not in any way test what the student is going to do when he gets out on the job. . . . We can test for most anything under the sun but common sense, and that we can't do." Above all, she plead for constructive criticism as an aid to the pioneer testers.

In opening the discussion, the chairman told of his experience in using intelligence tests in a commercial school, pointing out that they were not positive guides to classification, the average having been about 60% of erroneous judgment. By checking these tests against monthly classroom tests, however, the students are divided into slow, C, average, B, and rapid, A, groups, and advancement and demotion within the term groups are made possible and held out as an incentive. At the end of each term regular promotion methods are followed, excepting that the lower groups are put ahead into a lower category in the next semester—for instance, "a third term B student would pass into a fourth term C class."

Professor Philip W. L. Cox, of New York University, contributed something to the discussion by pointing out that most tests check only abstract or verbal intelligence, not motor ability or other elements going to make up stenographic ability. He recommended that teachers read Professor Terman's books on "The Measurement of Intelligence" and "The Intelligence of School Children," as well as several others on testing.

Miss Sarah A. Rice, South Philadelphia High School, reported that several years ago intelligence tests had been given to entering girls and that the correlation had been very high when compared with later success over a period of several years in school.

Mr. McNamara replied to a question as to the standards for his grouping method by saying that in the end all groups covered the same matter, although the C groups required an extra term to complete it. The B groups represent the minimum standard and graduation is contingent upon completing the work of the last term's B group.

The chairman introduced the subject of Business English for a roundtable discussion, and no topic of **Business English** received more intense and interesting treatment. He was followed by Miss Mabel Edwards, of Chester, Pennsylvania, who described the plan used in her high school whereby transcripts are turned over to the English teacher for further criticism and checking of typical English difficulties.

Professor T. F. Garner, Northeastern University, Boston, precipitated a hot discussion by the question, "What constitutes Business English?" That was the signal for those who do not recognize a difference between English and Business English to gather about their standards, and likewise for opponents to take up the cudgel in defense of their beloved subject.

Miss Katherine W. Ross, of the Boston Clerical School, Miss A. N. McInerney, Mahanoy City High School, and Mr. Franklin G. Dietrich, Atlantic City High School, all insisted "there ain't no such animal."

Professor W. G. Thompson, Plattsburg Normal School, made a valiant defense of Business English as a preparation for those who are to enter com-

merce and the teaching of commercial work. He was ably supported by Mr. Meyer E. Zinman, of Brooklyn. The chairman managed to maintain a neutral position, but confessed later that he had been sorry to have to call a halt before both sides became thoroughly reconciled and friends once again, for that was the very obvious trend.

## Commercial Section

Friday, April 18

**M**R. CHARLES F. GAUGH, Bay Path Institute, Springfield, Massachusetts, presided over the morning and afternoon sessions of the commercial section.

**Educational Value of Bookkeeping** Commenting on the current educational practice of minimizing the importance of bookkeeping as a vocational subject, Mr. Terrill declared that investigation of conditions in Albany had revealed a widespread use of the bookkeeper in many organizations and that the employment department of the Albany High School receives many calls for bookkeepers. Applying the various criteria generally set up for measuring the educational value of various subjects it was conclusively shown that bookkeeping is entitled to an important place in any curriculum because it provides: (1) training in habits of neatness, order and accuracy; (2) sustained concentration; (3) close analysis and reasoning as applied mathematics; (4) an opportunity to inculcate honesty and high ideals; (5) a vehicle for teaching business organization, procedure, and practice.

"Is a Study of Bookkeeping Necessary Before Taking Up the Study of Accountancy?" was discussed by Mr. S. C. Williams, of Rochester Business Institute, Rochester,

New York. After stating that extensive observation had convinced him that bookkeeping is a necessary prerequisite to a study of accountancy, Mr. Williams invited a discussion of the balance-sheet method of approach to the study of bookkeeping. Messrs. Bowman of Girard College, Philadelphia; Miller of the High School of Commerce, Springfield, Massachusetts; Macmillan of Central Manual Training and Commercial High School, Newark; and Street of William Penn High School, contributed to the discussion.

Professor Roy B. Kester, of Columbia University, next spoke on "Accounting as a Profession as a Profession." After calling attention to the two distinct fields of the accounting profession—public and private—Professor Kester presented a splendid explanation of the various elements of business organization. That the former practice of paying too much attention to checking the accuracy of records is slowly giving way to a tendency to interpret causes and results; that the accountant must be a business man first and an accountant second; and that the accountant of the future will be a business counsellor; were some of the points made by Professor Kester in his most interesting address.

"Junior Business Training—What It Is and What It Aims to Do" was the subject of a clear, concise explanation of this phase of current practice in commercial education by Mr. Paul S.

Lomax, Director of Commercial Education, Trenton, N. J. His plea for instruction and training that will provide boys and girls of junior high school age with a knowledge of and familiarity with the common everyday services that are a part of modern life, and making such training and instruction fit in with the life activities of boys and girls, was forceful and effective.

Mr. G. L. Hoffacker, Boston Clerical High School, Boston, Massachusetts,

then read a most interesting paper on "The Value of Model Business Offices in the

Teaching of Bookkeeping." Model offices have a distinct place in well-planned bookkeeping courses, and, if properly handled, accomplish results that can be had in no other way. Their value lies in the fact that the student is thrown on his own responsibility and in this way habits of self-reliance, initiative and independent judgment are developed.

"Machine Bookkeeping—Its Development and Future," by Miss Grace Kennedy, of the Underwood

Machine Typewriter Company, New York City, was handled most effectively.

The address was full of practical, workable suggestions for the formulation of courses in machine bookkeeping. Calling attention to the high salaries commanded by competent operators, and the constantly increasing demand for their services, Miss Kennedy's paper was of real interest and helpfulness to the large number of school executives and teachers who attended the entire session of the commercial section.

Friday's program ended with the private school managers' meeting.

## General Session

Saturday, April 19

PRESIDENT ELLIS introduced Mr. F. N. Withey, vice-president of the National Surety Company of New York, **Human Nature** who spoke on "Gambling on Human Nature." He enlightened us all when he assured us that any young person can secure a surety bond once (no matter how uncertain his references) because the surety companies work on the law of averages. If a bonded employee ever proves false, however, it becomes next to impossible for him to get another bond.

The general tendencies of various races, sexes, and types (such as fat and lean men) caused as much merriment as they furnished information. Women tend to go wrong more rarely and for much smaller amounts than men.

More than 70% of all defalcations are committed by young men thirty years of age and under; but they take small amounts and go wrong largely through impulse. Older men are responsible for the big losses and their misdeeds, although less frequent, are studied and deliberate. Many men default in an attempt to keep giddy wives smiling, and surety companies are particularly interested in knowing the kind of a woman a man's wife is.

Married men are better risks than bachelors—"the ratio is 6 to 1." The eccentric, the golf enthusiast, radio nut or financial bug is generally honest. So also is the violently profane man.

Surety companies are optimistic as to the average man's honesty, statistics showing that only 1% are dishonest and but one-seventh of 1% are intentionally and criminally so.

Mr. Withey's final plea was: "Don't sell your character, your integrity, your greatest business asset."

"The Ideal Teacher" was the subject of an inspirational talk by Mrs. Nova H. Large, of New York. "The teacher," she said, "must be human, be a leader, be able to develop the personality of

each individual student and help him to see that his dream can be made the reality of life."

Professor Philip W. L. Cox, of New York University, spoke enlighteningly on the "Commercial Curriculum in Its Relations to the General Education of High School Pupils."

He pointed out that the work of the high schools now differed greatly in point of numbers and social aim from what it did in 1890; that, if anything, cultural efficiency which used to be the sole aim of secondary education is now placed last in its list of aims. The present general idea is to duplicate in the school the experiences pupils will have later on in the business and social world. Teachers should try to build experiences on other experiences so as to round out the child's life. To sum up Professor Cox's remarks:

Particular care must be taken not to regard business subjects as isolated courses, for with the present general awakening in general courses there is a growing tendency to bring subject matter in those lines up to date, make it live and interesting, and in time commercial teachers may find their courses "dry as dust, book subject," with the life of the school throbbing about the general courses.

Special social study, English, mathematics and science courses are needed now, but in developing them teachers should try to set the pace and prove the value of such work to their fellows rather than permanently to split off from the high school curriculum. Above all, we must plan in the future to make our commercial work applicable and worth while for other than commercial students, thus developing a common training ground for young people of all walks of life.

A commercial teachers' convention would not be complete without a talk on salesmanship, but Mr. Trend in John Mench, of Abraham Retailing & Straus, Inc., Brooklyn, covered that and more.

In his talk on the "Trend in Retailing" he called attention to the fact that the Anderson Congressional Investigation Committee found that 70% of all people engaged in gainful occupations are in the selling field, and that other investigations indicated that the average intelligence of those who applied to stores for jobs was about that of a 12-year old.

In the past, salesmanship was 90% of retailing effort. "To-day it is a very small part." The problem is now one of distribution: "the retailer to-day is the ambassador of the consumer, going into the markets of the world to discover the things that are there that the consumer has a right to expect when he comes into the retail store."

While financing, merchandising, publicity and salesmanship are the four major divisions of retailing as generally stated, the retailer really "analyzes the consumer demand, assembles the things needed by the consumer, takes care of the stocks to be sold, and analyzes the methods of selling and sells to the customers."

All this requires a more subtle knowledge of foreign products and world markets than is commonly supposed. This firm has about fifteen representatives in Europe alone, and others in the Orient. Schools "must get this idea"—that retailing is something more than salesmanship—"if the cost is to come down." Heavy taxation is not so much your income tax as "it is the cost of the things you enjoy and wear; and the reason it is so high is because the schools are not training people to go into this field with sufficient intelligence."

The women of the country are asking, "Can advertising be educational, truthful, and at the same time sell goods?" The retailers want to accomplish this; tell something of the origin and use of what they have to sell; but they can hardly hope to do it through people whose intelligence measures only that of a child in his twelfth year. Besides, most of those coming into retailing do so quite by accident, and such training as they get is by absorption.

I predict to you that within twenty years we will have definite compulsory, vocational selection in the public schools of this country. I would rather employ a man trained

to be a doctor, a musician or a carpenter than one with a fine, general, literary education, because vocationally trained people are "trained to think." . . . We are living in an age of objectives. . . . The trend of retailing is toward the development of organizations in which every employee has an objective. . . . The question that will be asked of the next generation will not be "Have you a good education?" The question will be "What is your education good for?" Education needs objectives and it needs definite objectives.

President Ellis called the annual business meeting to order after the papers had been read in the **Business Meeting** morning session on Saturday, April 19. The reading of the minutes was dispensed with; Mr. Lloyd's report as treasurer was heard and approved; Mr. R. G. Laird's audit of the accounts of the outgoing treasurer, Mr. Matthias, was heard and approved, and other business, including consideration of two amendments to the constitution, was disposed of.

In welcoming the new president to the platform, Mr. Ellis told how he had attended an E. C. T. A. meeting for the first time in 1898, in Springfield, Massachusetts, how he felt quite out of place in a body which was then composed entirely of private school men; how, later, he had taken over the public school commercial work in Springfield and had striven to dignify commercial education in the eyes of the older academic teachers. He felt he had succeeded, as the High School of Commerce is now the largest public school in Springfield. He paid a tribute to the strong spirit of tolerance and coöperation which had been exhibited in recent years and expressed an earnest desire that nothing should be done to diminish it, as that would in the end directly impair commercial education.

The new officers spoke briefly, pledging their best efforts to try to surpass,

if possible, all previous meetings in planning the 1925 convention.

No report of this association meeting would be complete without mentioning the splendid work done by Mr. E. L. Outwin, of the Dickenson High School, Jersey City, who acted as secretary in the absence of Mr. Tibbets. Thrown into the breach at the last moment, only a day or two before the association met, Mr. Outwin was on hand at all times and ironed out lots of difficulties in the exhibit and convention rooms.

We are indebted to Mr. Arnon W. Welch, of the New York office of the Gregg Publishing Company, for the report of the banquet on Thursday evening and that of the economic section on Friday; to Mr. Lloyd Bertschi, manager of the Boston office of the Gregg Publishing Company, for the report of the commercial section on Friday; and to Mr. Harold H. Smith of the New York office, for the reports of the general and secretarial sessions.



## Fifth Annual Conference of the Federal Board for Vocational Training

THE Federal Board for Vocational Education also held its annual conference on Administrative Problems in Secondary School Commercial Education at the Hotel McAlpin on April 16 and 17. The conference discussed problems in the organization of high school commercial curricula, the possibility of including training for personal contacts in business, the feasibility of formulating a platform of principles in commercial education, including a program to secure a nation-wide acceptance of the platform, and recent developments in training for retail store service. The conference was presided over by E. W. Barnhart, Chief of the Commercial Education Service of the Board, and was attended by about thirty of the leaders in public school commercial education.

The discussion on the organization of the high school commercial curricula

**Uniform Commercial Curriculum Impracticable** revealed the impracticability of a uniform commercial curriculum for all high schools, since a uniform curriculum

would prevent making those adaptations needed in meeting the needs of special groups of pupils or in preparing for special commercial occupations. At least three distinct curricula are necessary in the moderate-sized city high school, one preparing for bookkeeping and general office work, another preparing for stenographic work, and the third for selling. The High School of Commerce in New York City is now offering four distinct curricula in bookkeeping, in stenography, in shipping and traffic department work, and in selling, preparing for the wholesale and retail textile business. When local office or store employments justify the organization of special curricula preparing for some special local opportunity there is no reason for clinging to some uniform course, which is obviously less efficient economically and educationally.

The importance of personal contacts in business, face-to-face dealings with people, which constitute so

**Business Etiquette Discussed** large a part of business life, was conceded by all present at the conference,

*(Continued on page 442)*

## Reduced to a Science

[An editorial which appeared in the March number of the "Gregg Shorthand Magazine," published at London]

IT is a long time since the whole duty of the typewriting teacher was thought to consist in taking a student up to a machine and saying, "Tommy Jones, this is a typewriter; Typewriter, this is Tommy Jones; now, you two, go ahead and get better acquainted"—or words to that effect. Something more than a polite introduction, or a command to "go ahead practicing," was soon found to be necessary, if good typists were to be turned out of the schools. Gradually there was built up a *technique* of typewriter operation and of typewriting instruction. It was found that by using all four fingers a much higher speed could be obtained—combined with greater accuracy—than was possible by the use of one, two, or three fingers of each hand; because the four-finger method enabled the operator to type without looking at the keys. Time and effort could thus be saved by fixing the eyes on the "copy" and typing straight ahead without pauses or hesitation.

Various methods of teaching the four-finger style of operation were tried out. Two of those methods have survived, and one of those methods has already so far proved its superiority that the other is assured of a speedy descent into oblivion. The method which is rapidly coming into its own consists in allocating to each finger a separate section of the keyboard, and proceeding to train each finger separately to make the correct reaches to the various keys. This method follows the correct educational idea of proceeding from the easy to the more difficult, from the already known to the unknown. The fingers which are most

easily used and controlled are first trained, and the most easily-made reaches are first taught. The "home-position" keys, *f* and *j*, present less difficulty in operation than any of the others. These are operated by the index fingers, and from these keys the reaches to the remaining index-finger keys are easily mastered. The second, third, and fourth fingers are then similarly treated, additional exercises being provided in order to bring the clumsier fingers up to the efficiency standard of the more naturally skillful fingers. This is the famous "Rational" method, the textbook of which, "Rational Typewriting," in its revised form is the leading textbook in this subject.

By the adoption of this method many advantages are secured. There is established in the mind of the **Stimulative** student, in the quickest possible manner, a definite association of each key-position with the appropriate finger and with the appropriate muscle-movement that is called into action in operating the key. In other words, while this method leads the student by easy stages towards the attainment of expertness, actually the student is learning to operate by expert methods from the very beginning. The process by which a highly skilled typist operates is based simply on muscle-memory. The sight of a letter in a word that is to be copied sets up certain nervous stimuli, which automatically cause the finger to move to its correct position over the appropriate key and strike the necessary blow. No conscious thought is involved; the finger itself *knows* where to strike, because the finger itself has been trained,

separately and individually, in each of its operations. This condition of affairs is the goal of all typewriting teaching that is worthy of the name. And whereas other methods *may* reach that goal, and only can do so by a round-about process, the "Rational" method goes to it direct, in a straight line, and in the briefest possible time.

Its greatest advantage, however, is the inspiration and stimulus that it imparts to the student. The student tackles one thing at a time, one finger at a time to begin with; each thing attempted constitutes an easy step, and the student masters it with a degree of ease and pleasure with astonishes him, stimulates him and inspire him to tackle the next stage with confidence and vigor. Other methods, such as the old-fashioned "qwerty" plan, endeavor to train all the fingers together; they present too many things at once. Confusion and inefficiency are the result. "One thing at a time, and that done well," is the essence of the "Rational" method, and is the secret of its success.

The latest advance in the teaching of typewriting consists in the emphasizing of rhythm. **Development of Rhythm** Correct rhythm is the foundation of expertness in typewriting; without it no high degree of skill is attainable.

Again, various methods have been investigated, with a view to inculcating correct rhythm. Tapping with a baton or ruler has been tried; but it is tiring to the "tapper" and it is liable to variations in rhythm. Shouting out "one, two," etc., is open to the same objections, but more so—very much more so! Metronomes have been tried, but their effect was chiefly to tend to send students off into a hypnotic sleep. Ordinary gramophone records, playing dance music (waltzes and fox-trots) and

marches, were found to be the best aid to the inculcation of correct rhythm—until quite recently. But now the "Rational Rhythm Records" have been specially prepared for the assistance of instructors in teaching typewriting. To this purpose they have been carefully adapted. They contain spoken instruction, followed by music played at a speed that is accurately graded to the student's stage of advancement and to his abilities at that stage. The gramophone method and the "Rational Rhythm Records" have achieved immediate popularity wherever they have been demonstrated, and already a great number of schools have installed them as part of their equipment for typewriting instruction.

It is indeed true that in these days the teaching of typewriting has been reduced to a science.



### Class Drills on the June O. G. A. Test

*(Concluded from page 406)*

commence from the very first lesson to teach the students to write correct shorthand. Don't let them form bad habits. Start them out with correct habits and see how much easier your teaching will be during the entire year. If you wish our criticism on your own shorthand notes during the summer, send them in and we shall be glad to review them and give you a detailed report on them.



**D**O not put off renewing your subscription because you will receive September and October numbers to make up for the July and August issues that are being omitted. Renew to-day! See page 440.

## Annual Conference of the U. S. Bureau of Education

Glenn Swiggett, U. S. Bureau of Education, Chairman

THE third annual conference of the United States Bureau of Education was held in conjunction with the Eastern Commercial Teachers' Association at the Hotel McAlpin, New York City, on Friday, April 18. The general topic of discussion was "Commercial Occupations—Coördination of Business Preparation and Placement." Mr. Glen Levin Swiggett, of the United States Bureau of Education, as chairman, said in part:

Secondary business training is being extended rapidly throughout the schools of the

**Growth of Secondary Business Training** Nation. It is being carried on successfully in private business schools, private and public high schools from the 7th to the 12th grade, evening schools and schools of the non-public type like Y. M. C. A. schools, corporation schools, etc. Latest figures for the total school enrollment in the public high schools of the United States show that there are about 2 1/5 million boys and girls in the public high schools of the Nation. Twenty-five per cent of them are taking business subjects. One-eighth are studying bookkeeping; a slightly larger percentage, typewriting; about one-twelfth are enrolled in stenography; less than one-half of one per cent, however, are studying salesmanship and office practice; only three-hundredths of one per cent are studying business organization. On the other hand, nearly five per cent are studying economics. In view of the development of modern business and the consequent need for the trained product of schools and colleges, it is becoming a problem of increasing importance to relate adequately business training in the schools at all times to the business needs of our growing American cities. A wisely directed program of vocational guidance and placement would seem necessary. To be effective placement must

**Vocational Guidance and Placement Needed** be intelligent and supervised. This is possible without teachers of business subjects having a larger measure than they now possess of business experience gained by direct business con-

tacts. Business teaching qualifications must include not only business experience but arrangements must be made for part-time and vacation training in business of teachers of business subjects, particularly in the secondary school.

Other speakers were Mr. Henry C. Link, of Lord & Taylor, New York City; Mr. John K. Clapp, of Ronald Press Company; Mr. Birl E. Shultz, of the New York Stock Exchange; and Mr. James E. Lough, Dean of the Extramural Division of the New York University. To quote Mr. Link:

While commercial schools have made great progress in turning out students better prepared to meet the practical requirements of the business world, there is still room for enormous improvement.

**Employment Service and Job Analysis** Business teachers should have actual experience in business, particularly in the fields they are teaching. They ought to be required to spend several weeks each year in departments of commercial concerns doing the work they are teaching. Commercial schools, either singly or in cooperative groups, should operate an employment service for past and present students. Such a service would give them an opportunity to test the success of their product, and to develop their courses in accordance with actual results. These employment services should develop a technique of job analysis, in conjunction with the employment offices of an increasing number of company employment offices, which will make it possible to place pupils in accordance with their academic attainments. This will also give the schools important information about just how to educate their pupils.

Mr. Clapp emphasized the need for a study of business practice and organization:

Lasting solution of the problem of placement involves better preparation of young people while in school for duties and the viewpoint of business. Beginning even lower than the seventh grade the schools should acquaint all pupils with the general nature

and conditions of business through a series of vocational talks and exhibits, by representatives of business and the teachers themselves. They should instill into pupils looking toward business the viewpoint of the business man as regards the habit of steady work, of systematic utilization of opportunities, and of cooperation with associates. To this should be added a liberalizing explanation of the meaning and relationship of the elements of business practice. A carefully organized year's course in the elements common to all business should be given preferably in the Junior High School, presenting an extended sequence of operations, worked out in terms of the actual present-day practice of some well-known lines of activity, in which the pupil, while doing the work has his attention called continually to its significance for the business. Time should be allowed in the regular program for closer personal familiarity on the part of teachers of commercial subjects with actual business.

Mr. Shultz said in part:

It is becoming increasingly difficult for a boy who has less than a high school education to obtain a job in Wall

**A Job in Wall Street.** The educational policy of the New York Stock Exchange is playing an important role in bringing about this change. The policy is that no Junior employe will be employed unless he is a high school graduate or at the time of his employment is attending or promises to attend some evening school. When it is realized, therefore, that the floor of the New York Stock Exchange is really the training school of the "Wall Street of To-morrow" the need for a high educational standard for its Junior employees is more easily appreciated. There are approximately 120 public high schools within the commuting zone of New York City. Eighty-two of them are at present represented in the total of 312 pages and other junior employees of the New York Stock Exchange. Seventy-three per cent of them are studying in evening schools and colleges such subjects as bookkeeping and accounting, business finance and economics, stenography and typewriting, commercial law, English, Spanish, railway, foreign and industrial bonds, algebra, geometry, work of Wall Street, management, spelling, statistics, and investments. On the job the high school graduate must first learn the geography of the financial district as well as that of the Stock Exchange. He must know the location inside and outside and recognize the majority of the 11,000 members of the Exchange. Later they are assigned to positions on the

floor and to various clerical positions. The exceptional page with proper training may be assigned to the "bond crowd" where keen and alert minds are needed. Intensive training of this character leads to promotion outside the Exchange and enables a young man to advance rapidly in a broker's office to a position of importance.

Mr. Lough said in part:

The problem of coördinating business preparation and placement is fundamentally a problem of applied psychology.

**Industrial Psychology** ply the list of operations involved in each occupation, but industrial psychology must ascertain what mental traits or capacities are necessary in order to perform these several operations effectively. Some of the traits are included in the native equipment of the pupil, while other traits may be acquired and may be termed skills or habits. The methods of developing or strengthening the native traits, and of acquiring or organizing the skills, are primarily matters of educational psychology. If it appears that the student is deficient in certain essential native traits he should be encouraged to turn his attention to some other occupation, in which this deficiency would not prove a serious handicap.

"The commercial high school," Mr. Lough concluded, "should not attempt to train pupils for occupations which require a degree of maturity or of experience beyond that normally possessed by a high school graduate, for example, accounting, advertising, private secretarial duties, etc. Training for these occupations may properly be left to institutions of collegiate grade."

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### Teachers' Certificates

*(Continued from page 408)*

Anna E. Johnson, Rowley, Iowa  
 Camilla C. Johnson, Denver, Colorado  
 Mother M. Justine, O'Neill, Nebr.  
 Samuel King, Ft. Madison, Iowa  
 Katherine Kruger, Cedar Falls, Iowa  
 Lucille Lamb, Cedar Falls, Iowa  
 Louise Landes, Cedar Falls, Iowa  
 Marie C. Miller, Ft. Madison, Iowa  
 Dorothy Niemeyer, Cedar Falls, Iowa  
 Eula Orn, Weatherford, Texas

*(Continued on page 426)*

## Commercial-Teacher Training

By Claude M. Yoder

State Normal School, Whitewater, Wisconsin

BEFORE we can intelligently consider the subject of commercial-teacher training we must recognize the fact that the work of the commercial teacher is a vocation. I shall use the terms vocation and vocational frequently, and I have in mind the very broadest possible meaning of the terms when I use them. By a vocation, I mean any walk in life whereby an individual earns a livelihood or is self-supporting. There are hundreds of vocations, and teaching is one of them. True training for a vocation does not begin in our institutions of learning until after the senior high school, and for this reason I feel that it is essential first to consider the source of our vocation.

Education is, of course, the true source of our vocation. It is education that we desire to impart to the product of the school which makes our work necessary. Education might be defined by using as many different sets of words as there are different individuals reading this, but I believe you will all have in mind that education is that training which fits one to live and work more happily with his fellow-men. Education is a result of training through two processes, that secured through institutions, which may be termed institutional education, and that secured by experience.

Now something as to the objectives in education, which is the source of our vocation. It is quite true that society founded our institutions of learning. It felt a need for

training in preparing one to meet his experiences in life. If we agree that society established the schools, we shall have to conclude that society sets the standards in the school. It dictates what shall be taught, and, to some extent, how it shall be taught. To prove my point that society dictates what we shall teach, I shall relate this incident. At a meeting of business men the speaker stated that his daughter, fifteen years of age, had asked him for ten dollars and he replied, "I do not have ten dollars." She said, "You do not need ten dollars—just write me a check." The gentleman went on to say that he felt the schools should teach more concerning values. This incident, I think, clearly illustrates that we have dictated to us what we shall teach in our vocation. Society also demands that in our schools we have certain definite objectives, and since our nation is largely commercial and industrial in its activities this is certain to influence the standards and objectives in our schools.

I believe that society demands that we divide our institutional training into five definite units, with **Units of** definite objectives. Six years **Training** for elementary education, with the objective wholly foundation; three years junior high school, with the objective pre-vocational—in which unit the vocations of life may be simply brought to the attention of the student; three years senior high school, with the objective semi-vocational—in which unit, during the last year, some definite training in a voca-

tion may be offered; two years junior college and two years university, in which units the objective is purely vocational.

Society is so strong in its demands that all institutions have a definite objective that the colleges **Definite** and universities have this **Objective** question to answer in regard to their courses in liberal arts—"What does your course lead to?" "Does it prepare the product of such a course to fit himself immediately into the experiences of a vocation?" The only answer that they can offer at present is that their course gives the product a general education and it is intended that he continue his training as post-graduate work in some definite vocation. Such a procedure is highly desirable, but I feel that society is not willing to pay for six years of institutional training before the individual enters his vocation. Four years is sufficient time for institutional educational training in all subjects relating directly to any vocation and therefore the only prerequisite for college or university entrance should be graduation from a full four-year high school course. Therefore, to hasten such procedure in promotion and thus satisfy the demands of society, the product of our vocation, the commercial graduate, must be instructed by well-trained workers.

Promotion from one of these units to another should be entirely on the basis of ability. No research has ever been made to show that a pupil has any more ability because he has pursued a certain group of subjects or obtained certain informational knowledge. The fact that one-half of the children of Chicago have seen an elephant but never seen a cow does not mean that they have any less ability to carry on. The Whitewater Normal School has made

some investigation as to the ability of pupils who are graduates of commercial courses and those who are graduates of other courses in high schools. We have found that the graduates from commercial courses are just as intelligent and have just as much ability to carry on as the graduates from other courses. In fact in one large high school it was found that the valedictorian and salutatorian were commercial students.

I believe that since true vocational training does not begin until after the senior high school, it **High Skill** demands that our **Needed in** colleges and universities accept any and all **Commercial** graduates of full four-year **Teachers** high school courses regardless of the subjects pursued. Upon entering the college or university the student should then choose his objective vocation and during the first two years build a general foundation, in this chosen vocation, upon which to build the super-structure by specializing in his field and be graduated at the close of four years beyond high school, prepared to take hold immediately in some vocation and become self-supporting. With such a procedure, the product of our vocation, the commercial graduate, could go into a senior occupation temporarily or continue his training in any vocation without being hampered by not having had certain prerequisites in this or that subject demanded by the university for entrance. Hence, the problem of commercial-teacher training is an important one. We can and must turn out a product equal in intelligence and ability to any graduate from any other course. We can do this by requiring accuracy in training. What a student does under our direction should be so well done that progress is ever going on and thus prove to the next

higher unit of institutional training that what has been done in the lower units should never be repeated.

The function therefore of the institutional training is to give to the product of the schools

**Our Graduates** ability to carry on in  
**Must "Function"** the next higher unit  
of our school work

or into the vocation for which he has been training. Society demands that the product of the upper units of our institutions shall be able to adjust himself promptly into the experiences in some vocation. It will not tolerate his loafing or being dependent, not being able to take hold in any vocation after he has gone through the institution which society has organized for the purpose of training the individuals which make up society. Our job, therefore, is one created by society and we are required to fulfill the mission of the school which is to maintain and improve society. We must see that the product which is under our care is instructed as society demands in that we give them the subject matter which society dictates, maintain the standards that are then established, and improve such standards. In fact, we cannot do anything else and be true to our vocation. We must be trained in this vocation to meet such demands. The process of education in our vocation may be likened to a spiral. Our product goes out prepared for his vocation and in turn comes back as the society and demands new things to be taught and higher standards, and again our product goes into society and comes back demanding still newer things and still higher standards, and so the process continues.

You will readily see that to meet the demands of society upon our vocation the commercial teacher must be highly trained in an institution planned for

such work. Just what that training should consist of is difficult to determine definitely. We at Whitewater have tried to find what society demands and train our people accordingly. And since my experience in commercial-teacher training is limited to the work at Whitewater, I shall tell you something of our work there.

True to my statement that promotion should be made according to ability, we admit any student who has graduated from **The White-water Plan** a four-year high school course, regardless of the subjects pursued in that school. We feel that any high school graduate has a right to try for the vocation of teaching. We submit each entrant to an intelligence test, using one of the so-called standard intelligence tests, and we feel that we know approximately after these tests have been submitted and checked, which ones have the ability to carry on through the entire training. We feel that our standards measuring the progress of the student in subject matter and ability are high enough to eliminate at the close of the first year those unable to carry on. We consider the teacher college a highly specialized vocational institution and the State of Wisconsin would not tolerate our graduating a teacher poorly prepared. The length of our course at present is three years, but we anticipate that at the spring session of the State legislature the normal schools will be made teachers' colleges and will be authorized to grant a baccalaureate degree after four years of training. A four-year course in commercial-teacher training has been approved by our board of Normal School Regents, but we feel that beginning next fall we will be required to give four years for the training for the vocation of commercial teaching.

The content of our courses is made

up of the usual academic work in college, together with a thorough knowledge of the special subjects or so-called "commercial" subjects. I need not enumerate them. In addition to the academic subjects and special commercial subjects, sufficient work in the professional subjects is required. By professional subject I mean psychology of education, educational measurements, general methods in secondary schools, directed or supervised teaching, and special methods in subjects such as bookkeeping, shorthand, and typing.

The state maintains a high school with an enrollment of 165 students for the purpose of affording "Practice" teaching facilities for our **Teaching** teachers in training. This **Provided** school provides approximately 30 classes in "Practice" subjects. The city high school also provides approximately six classes in commercial subjects, and uses our teachers in training. These two facilities afford ample training in supervised or directed teaching experience for one year for our seniors. All teaching of these classes is done by the teachers in training under the supervision of normal school instructors.

In the work in special methods, attention is given to the problems of the **Special "Methods"** teachers in our **Courses and Office Experience** state high schools and continuation schools, both of which take our product. In addition to the content matter and professional work our four-year course will require at least twelve weeks' actual business or office experience. We feel that during the four years the pupil could get this practical office experience during the summers intervening. There will be three summers during the four years in which the pupil could get this experience.

Even though the experience is gotten without compensation, we feel that it is a part of the teacher training for the vocation in mind.

Then, in summary, the training of commercial teachers is a very important work in this day and age

**Fulfilling Our Mission** of commercial and industrial activities, and, since the institution of learning in which we work in this vocation is established by society and for the purpose of maintaining and improving society, it is absolutely necessary that the teacher of commercial work regard strictly the wishes of society and be able to carry out those wishes in regard to *what* should be taught, *how* it should be taught, and *when* it should be taught. To fulfill our mission therefore, let us endeavor to train the commercial teacher and to keep ourselves who are already in the vocation constantly in training so that we may maintain and improve society through the schools.

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### Teachers' Certificates

*(Continued from page 422)*

Betty Page, Nashville, Tennessee  
 Mary M. Pinkerton, Cedar Falls, Iowa  
 Ruth R. Ramsey, St. Joseph, Mo.  
 Lenora Richards, Chico, California  
 Helen Riefnach, Ft. Madison, Iowa  
 Mrs. C. E. Rountree, Oklahoma City, Okla.  
 Cecelia Rubury, San Francisco, California  
 Victoria Pickens-Saylor, Little Rock, Arkansas

Reta E. Sillers, Chico, California  
 Mrs. C. J. Simpson, Greenville, Texas  
 Viola Firn Snodgrass,<sup>a</sup> Clear Lake, Iowa  
 Chu Tanchalarm, Bangkok, Siam  
 Neva Tucker, Cedar Falls, Iowa  
 Vesta Mary Tuttle, Okmulgee, Oklahoma  
 Vinice E. Vincent, Denver, Colorado  
 Mildred Wagner, Omaha, Nebraska  
 Edith L. Weaver, Franklin, Ohio  
 Mrs. Mae Reams Worster, Beardstown, Illinois

<sup>a</sup>Certificate granted by Gregg School.

## New Type of Shorthand and Typewriting Examination

THROUGH the courtesy of Mr. G. G. Houle, Principal of the Dawson County High School, Glendive, Montana, we are permitted to reproduce a new type of examination in shorthand and typewriting, which he has found successful. Mr. Houle says:

I have been interested in this type of examination for some time, and at the University of Chicago last summer we heard much of them. I believe them to be superior

to the old style. The examinations are harder to present, but they test the pupil's knowledge more completely and are easier to correct.

We shall be interested in hearing from teachers who try examinations of this type—as to results, and as to such changes as may improve them.

Mr. Houle has also prepared examinations in the bookkeeping field, which we hope to present in a future number.

### Final Examination in Shorthand, First Semester

*Covering first nine lessons, Gregg Manual  
(NINETY MINUTES)*

#### SECTION ONE

(Words and sentences to be written by pupil leaving space for transcription later)

cave	essays	dean	booth
relay	Edith	kettle	Goths
cash	ivy	fragile	Rufus
palate	Augusts	gnash	cruise
balmy	clink	edge	enrolling
hatchet	convince	feeble	unsafe
brawny	dependent	shore	Italy
coolie	mentally	clove	cushion
Apollo	mouth	cuckoo	cardiac
witch	Cuba	midway	assign
tweed	necktie	whip	laundry
hook	sentence	swell	creative
soars	magenta	siege	Simon
snub	vanguard	amass	demanded
snows	daughter	suits	skirt
goose	Bernice	sphere	alarming
Athens	worse	teeth	Algeria
seize	tick	Beth	Eliza
thug	lilac	Martha	enemy
fussy	gauge	soda	jade
fuzzy	sharpen	musty	effigy
wrong	Phillip	exceed	each
expending	vapor	lanky	groaning
contingent	collie	ugly	numb
promptly	canoe	easily	Gaul
diet	bamboo	piano	weave
poem	quick	Swinton	awake
lichen	yacht	matinee	hock
wintry	swimming	abdomen	splits
sharpened	snakes	famine	applause
romance	fawns	auspices	smokes
harmonize	stuffy	custard	gracious

convert	sofas	absurd	though
sort	throat	joint	thief
alley	hath	Ned	sleuth
gift	throttle	ham	soften
shell	poison	shelf	campus
Eva	musk	shabby	fix
Java	bank	linen	fixes
paving	conceal	beaver	exhale
folly	family	muddy	only
gull	divinely	vogue	division
gorilla	Eugene	wagon	gouge
woke	foil	water	smite
yam	estimate	yet	diadem
sweets	rhymed	switch	genteel
slams	editor	saves	custody
hostess	common	smells	haunted
hiss	Homer	sobs	Sparta
sabre	pioneers	bath	armchair
stealth	dealings	earth	Romeo

I shall be glad to call upon my friend, the judge, to beg for the favor of a speech. If you have received a reply to your letter in regard to that new book, we will publish it. We live above a meat market but we should like to change our abode in a week or so. There is no use of our going along because I fully believe that we are far behind in our work. Please write me if you desire any kinds of goods other than those given in our price list of a month ago.

It is the duty of every man in this society to devote most of his time to assisting in the great work going on all about us in this state.

Do not put off for to-morrow that which you can do to-day.

I should like you to call in reference to that new firm that wants to handle our goods in this particular territory.

I believe you can trust this agent as he has a very good reference.

### SECTION TWO

(Circle the correct answer)

1. Circle vowels are always placed inside of curves. True False
2. There are nine pairs of consonants paired according to sound affinity. True False
3. There are only six blends in shorthand. True False
4. Circle vowels are always placed inside of curves. True False
5. When a circle vowel intervenes between *f* or *v* and *r* or *l* it is placed outside the angle. True False
6. When *r* or *l* is followed by *p* or *b* an intervening *oo-hook* is shown by rounding the angle. True False
7. Where there is a choice between *ten-den*, or *ent-end*, the *ent-end* blend is given the preference. True False
8. In words consisting of *s* and a circle vowel the *clockwise s* is used. True False

### SECTION THREE

(Circle the correct answer)

1. *Tion* is a diphthong, a blend, a prefix, a suffix.
2. *Def* or *dev* generally occurs at the beginning, end, middle of words.
3. *Ter* at the end of a word is usually indicated by reverse circle, omission, writing in full.
4. The suffix *ly* is expressed by a loop, by the small circle, by *l* and small circle.

SECTION FOUR  
(Complete)

1. Consecutive vowels which do not form a pure diphthong are following the diphthong *i* is expressed
2. Any vowel following the diphthong *i* is expressed
3. Where necessary, short *i* followed by *s* is expressed
4. The syllables *ses* or *sus* are expressed
5. The syllables *men* or *mem* are expressed
6. When joining *s* to a curve, use the *s* that gives
7. The *o-hook* is placed on its side

SECTION FIVE  
(Answer in the space after the question)

1. What is the reverse loop used for at the beginning of words?
2. What is the reverse loop used for at the end of words?
3. Respecting the upward curve blends, what determines length?
4. Respecting the upward curve blends, what determines whether it shall be the over or under curve?
5. What special rule does each of the following words illustrate: *beat, earth, arm, cave, moan, gull, fuss, spray, sees, snake.*

SECTION SIX  
(Transcribe Section One)

Examination in Typewriting  
(THIRTY MINUTES)

## SECTION I.

(Circle the answer which is correct. Two credits each.)

1. The Line Spacer performs two operations at once. True False
2. The Tabular Key is used to backspace. True False
3. The Space Bar is operated with the forefingers. True False
4. The Marginal Stops are used to regulate the length of lines. True False
5. The Variable Line Spacer is used to regulate the width of lines. True False
6. The Paper Fingers are immovable. True False
7. There is a Paper Release Key to assist in removing the paper. True False
8. The Front Scale indicates the point of writing relative to the point of beginning. True False
9. In cleaning the type bars we brush inward. True False
10. In inserting paper the right-hand platen knob is turned upward. True False
11. There are forty-two type bars. True False
12. The Tabular Key is operated with the same stroke as are the typebar keys. True False
13. The fingers recoil instantly after striking the keys. True False
14. In typewriting the left margin may be somewhat uneven but the right margin must be even. True False
15. The little finger is the weakest finger and the hardest to control. True False
16. The thumb and forefinger of the right hand are used to move the carriage backwards and forwards. True False
17. The Ribbon Shift Lever should always have the black button down. True False
18. The right hand does most of the work in operating the typewriter. True False
19. The forearms should be approximately parallel with the spacebar. True False
20. *A* is the commonest letter. True False

(Continued on page 430)

(Answer these on another sheet of paper. Ten credits each.)

1. How is a dash made on the typewriter?
2. Describe rhythm and discuss its importance.
3. Describe spacing after the common punctuation marks.
4. Discuss the position of the wrists and fingers in operating a typewriter.
5. Describe the technique of operating the Line Spacer.
6. Draw a picture of the keyboard complete and show which finger operates each key.

+ + +

## An Experiment to Establish Definite Standards for the Guidance of Teachers in Organizing Courses in Elementary Shorthand

Initiated and Conducted Under the Supervision of  
Frances Effinger-Raymond and Elizabeth Starbuck Adams  
Wellesley, B. A., Columbia, M. A.

*(Continued from the May issue)*

**I**N giving Test Eight, the teachers were directed to give some preliminary warming up of easy familiar or unfamiliar matter.

Dictate at one of speeds indicated, checking which you choose. Have notes transcribed at once. Send in transcriptions only.

### Elementary Shorthand—Diagnostic Test Eight

#### DICTATION COPY

*(Read title—dictate paragraphs. Check rate: 60.....65.....70.....75.....80.....)*

#### BUSINESS ETIQUETTE

A business letter may remain unanswered days, weeks, a month. Is that as it should be? No, business | etiquette demands that a letter which can be answered promptly receive a reply the same day it is received. A | letter on which information is necessary should be answered as soon as that information can be obtained. If it will | take several days to obtain the information such a letter should be acknowledged as soon as it is received. A | business letter asking prices should receive a prompt reply. A letter making a complaint should be acknowledged upon its receipt. || Business courtesy demands that a letter requesting a favor be acknowledged the same day it is received.

Nothing should ever | be said in a letter about anyone that would injure that person. An angry letter should never be written under | any circumstances. Good taste in business requires that no business man ever recall to the mind of another the favors | he may have done for him or the kindnesses he may have extended. Every letter received, no matter what its | contents, should receive prompt attention to determine if an immediate reply is necessary. Kindnesses done should be promptly acknowledged. Every || service by an individual should be promptly paid for.

Business etiquette expects that a business man's wife and family shall | know nothing of his business affairs. It is inexcusable to mention to any member of an employer's family or to | any of his friends anything connected with his business. Good taste in business is very much the same thing as | good taste anywhere. Courtesy and service should be the controlling guides for every business letter. Courtesy and service should be | the controlling guides for the eight hours spent each day in the business office. Courtesy and service should control everywhere. || (300 words)

No special comments are needed. This ordinary literary matter to be used like any speed contest matter. The rate of dictation depends upon teacher and class. We have often wondered if systematic speed records could not be used to advantage in the shorthand classes the last six weeks of the year as is customary now in the typing classes. It seems to us that nothing else so proves to the student the value of accuracy in a transcription. The procedure would be after this order:

Dictation for three, four, or five minutes at a definite rate. Transcribe within a time limit. Check all errors in transcription according to international rules (see *American Shorthand Teacher* for March, 1923, Page 227), subtract total errors from total words dictated. Divide this number by number of minutes of dictation. Rate per minute is thus determined. To get accuracy record divide the total of words less errors by total words dictated. Lower than 95% disqualified. Concrete example:

Dictated—180 words in three minutes  
Rate of Dictation—60 words a minute

To find pupil's rate, 5 errors made:

$$\begin{aligned}180 - 5 &= 175 \\175 \div 3 &= 58.3\end{aligned}$$

Rate of pupil is 58.3 words a minute.

To find per cent of accuracy:

$$175 \div 180 = 97.2$$

Pupil shows 97.2% accuracy.

It might be well to refrain from letting the pupils know at what rate the original dictation is given.

One way in which these last three tests may be used is as checking material. Give a test on a certain day, keep records. A week or ten days later give same test at a faster rate. Compare records. If a proper time interval elapses there is little chance that

memory will help student much. It is undoubtedly of value to measure a student's progress against a previous record by using exactly the same material.

It is only by pushing on to higher speed that we can get the best out of individuals. If the individual records made are emphasized, the students suddenly realize that because the teacher dictates at eighty words a minute and they keep up with her in writing they yet are not at that speed unless they can transcribe accurately. There is a concreteness about charts or graphs of progress that point the way to achievement with definiteness. The high cost of errors is made quite clear.

We shall be glad to receive word from teachers who are trying out this series of tests. As the purpose of this whole experiment is to work towards a better thrift in the elementary shorthand classes, to get results in the least wasteful manner we shall especially appreciate comments that focus on these points.

We want once more to thank all teachers concerned in helping this experiment reach its conclusion. Whatever worth it has is due to their willingness to provide the actual classroom work. The fact that all conclusions are based on real papers of real boys and girls written under normal school conditions makes the findings truly practical and safe guides. The tables of measures are not theoretical, nor are they juggled by statisticians until they have lost all semblance to verity. They represent everyday accomplishment of everyday classes, but they represent the best classes. Only thus could any standard be set. We are not aiming at mediocrity. The best is none too good for us and what has been done can be done. Now that we are lapsing into bromides, we will stop with a reiteration of a heartfelt, "Thank You!"

# DICTATION MATERIAL



to Shorthand Plates in  
**The GREGG WRITER**

## *Sheep-Raising and Wool*

It is a well-known fact that frequently the things with which we deal in our everyday life are among the great list of which<sup>15</sup> we know little or nothing. Outside the tropics, clothes are a necessity. Every man, woman and child wears clothes of one kind or another. From<sup>16</sup> childhood up, we take them as a matter of course, and in the purchase of these important factors of our daily life we are guided<sup>17</sup> not so much by reason and knowledge as by appeals to the eye and to the pocket-book, and by our confidence in the merchants with<sup>18</sup> whom we do business.

Wool is one of the world's primary raw materials. It presents an interesting field for study. The raising of sheep goes<sup>19</sup> so far back into primitive times that its origin is unknown. Whether sheep antedate man or man existed before sheep is a question that has<sup>20</sup> never been authoritatively answered. Sheep were raised in Biblical times, and the early Romans practised sheep-breeding with great care, even going so far as<sup>21</sup> to cover their animals with cloth in order to preserve the clean quality of the fleece.

During the reign of the Roman emperor, Claudius, 50<sup>22</sup> A. D., an Italian took several sheep to Spain and crossed them with the native Spanish Merino sheep. The resulting type is the progenitor of<sup>23</sup> all the Merino breeds which now form the basis of sheep-breeding. Spain became not only a great sheep-raising country, but a woolen<sup>24</sup> manufacturing country as well. In the thirteenth century, there were no less than sixteen thousand looms in the town of Seville alone. Spanish wool was<sup>25</sup> at that time the finest in the world.

During the eighteenth century, various European countries began to im-

port Merinos and cross them with their native<sup>26</sup> breeds. Because of the sturdy quality of the types, this crossing frequently produced excellent results. In France, we thus have the origin of the Rambouillet<sup>27</sup> Merino, and in Germany and Austria, of the Saxony and Silesian breeds.

In 1810, Merinos were first introduced into Australia with astonishing results,<sup>28</sup> both as to grade of wool and increase of flocks. About the same time, South America, South Africa and the United States imported Spanish sheep.<sup>29</sup>

Of all the highly civilized countries, England was the only one where Merino breeding was not successful, due partly to the climate and partly to<sup>30</sup> the fact that British sheep-raising was primarily for mutton purposes, and only secondarily for wool. The Merino types are smaller and do not yield<sup>31</sup> as good mutton as some of the native Down and Mountain breeds. In many cases, however, the native English breeds, notably the Lincolns, have been<sup>32</sup> exported to other countries and there crossed with Merinos with very good success.

Merino sheep, together with the crossbreds, are the source of all<sup>33</sup> the fine wools. Most of the best Merino wools come from Australia; the next from South Africa; and then those from South America. Europe grows<sup>34</sup> some very fine short wools, but these seldom leave the countries in which they are grown.

United States wools are known as domestic<sup>35</sup> and territorial. Domestic wools are those grown in the eastern and middle western states, notably in the Ohio valley. These contain the highest grades of<sup>36</sup> Merino wools grown in this country. The territorial wools are those grown in the Rocky Mountain plateau states. Recently,

some very fine wools have been<sup>™</sup> grown in Idaho, Wyoming, Nevada, and Montana.

There are about five hundred and eighty million sheep in the world, of which North America has fifty<sup>™</sup>-seven million, South America seventy-two million, Europe one hundred eighty-two million, Asia ninety-seven million, Africa sixty million, and Australasia one hundred twelve<sup>™</sup> million. The high point in the United States was reached in 1884, when there were estimated to be fifty-one million sheep<sup>™</sup> as against less than fifty millions now.

The United States grows only about one-half of the wool that is consumed annually in this country.<sup>™</sup>

Wool is obtained from the sheep in two ways; it is either shorn from the live animal, or is pulled from the skin of the<sup>™</sup> slaughtered carcass.

Shearing was formerly done by hand. An expert was able to clip as many as one hundred head a day, but the average<sup>™</sup> was less than half that amount. The introduction of machine shearing, with power-driven clippers similar to those used by the barber, has made it<sup>™</sup> possible for one man to shear two hundred sheep in a day, and the fleece is much more evenly clipped than formerly.

Except in Texas<sup>™</sup> and California, where shearing is usually done twice a year, the shearing season in the northern hemisphere is in the spring. In countries below the<sup>™</sup> equator, except Australia, the shearing season is during our fall.

In 1919, there were produced in the United States forty-eight million pounds<sup>™</sup> of pulled wool as against two hundred sixty-six million pounds of sheared wool. Most of the pulled wool in this country comes from the<sup>™</sup> big packers, who operate their own pulleries. The greatest pullery in the world is located at Mazamet, France, where the industry has assumed gigantic proportions.<sup>™</sup>

Wool manufacture includes two entirely distinct industries, the worsted and the woolen, and from the very

start, wool fibers are divided into two kinds, clothing<sup>™</sup> wools for the woolen industry, and combing wools for the manufacture of worsteds.

Wool fibers vary in length from one to more than ten inches.<sup>™</sup> Generally speaking, wools less than two inches in length are too short to be combed and are classified as clothing wools used in the manufacture<sup>™</sup> of woolen. Fibers of more than two inches in length are combing wools, and are used in the manufacture of worsteds. Other qualifications than length<sup>™</sup> have a very important bearing on what the wool can be used for, but they have little to do with its classification.

As a<sup>™</sup> general rule, the finer the wool, the shorter the fiber. This rule, however, is true only of virgin wool as it comes from the sheep's<sup>™</sup> back, since reworked wool, or shoddy, as it is commonly known, has had its fibers shortened by wear and tear until it loses much<sup>™</sup> of its value as a clothing wool.

The term "shoddy" has fallen into bad repute, but the layman should keep in mind the fact that<sup>™</sup> properly graded reworked wool may be better adapted for the making of clothing than many grades of virgin wool. Entire dependence in this respect<sup>™</sup> must necessarily be placed upon the honesty and integrity of the manufacturer with a reputation which he cannot afford to jeopardize. (2021)

### Vocabulary Sentences

#### I

(Containing all words on page 149 of the Manual)

The architect was seriously injured in the automobile accident that occurred near the church on the boulevard. We are anxious to get another application before<sup>™</sup> the annual meeting of the amalgamated concerns. The attorney pointed out that the administrator was not a citizen and, though the affidavit was an accommodation,<sup>™</sup> the address was incorrect. The amount named is only approximate, but the authenticity of the amalgamation is conclusive. The bankrupt failed to appear. Is it<sup>™</sup> authoritative that we may

count on your appearance at the proper time? We do not wish to be arbitrary, but we must insist that you<sup>120</sup> attach the coupon to this letter and forward immediately. Behold, this is the most distinguished assemblage of the century. Will such a plan meet with<sup>125</sup> the approval of the congregation? The benevolent old lady received a most cordial welcome from such a casual acquaintance. We hope you approve of our<sup>130</sup> new catalog for we have an abundant supply on hand. Although the statements were conspicuous, we could not corroborate them. Our Constitution guarantees civil and<sup>135</sup> religious liberty to every American citizen. The President's views do not coincide with those of his Cabinet. The posse will apprehend the criminal. Among the<sup>140</sup> boasts of America are her many cosmopolitan cities. If you would succeed you must be constant in your efforts. All things should keep pace with<sup>145</sup> civilization. The first consonant should rest on the line. The law of comparative negligence has been repealed in this State. The benevolent old man gave<sup>150</sup> her a penny. The address of the attorney was given in the administrator's application to the court for permission to lease the property. (273)

## II

(Containing all words on page 150 of the Manual)

Such a scheme will demoralize the entire delegation. Her husband obtained an executive position with the new English firm. His employer said he could not<sup>155</sup> engage your services for economical reasons. He is ignorant of the results of the election. The defendant was placed at a great disadvantage, because of<sup>160</sup> his conduct at headquarters. The prices you are asking for flour, etc., are exorbitant. The deponent swore that the earnest youth had fulfilled every obligation.<sup>165</sup> The dangerous criminal was discovered under the bridge. You will find it expedient to execute these papers without delay. It developed that the degenerate was<sup>170</sup> responsible for the disaster. He was a

delegate to the Democratic National Convention. Place every dividend check in an envelope. This doctrine will cause dissatisfaction<sup>175</sup> for a generation. We have hitherto illustrated how to pour metal from a crucible. We shall not deceive him as to the danger involved. What<sup>180</sup> is the duration of your patent? Did he designate which covenant was broken? Our factory will evaporate an enormous quantity of chemicals. The amount under<sup>185</sup> cultivation is disproportionate to the total acreage. She waved her handkerchief when Old Glory was unfurled. It was a grand and glorious feeling. The body<sup>190</sup> was discovered in a horizontal position. Many curious ideas exist about these ancient hieroglyphics. If you do not appear, judgment will be taken against you<sup>195</sup> by default. The club favors full and complete equality of races. We were paid a dollar a day or its equivalent in merchandise. There will<sup>200</sup> be an illustrated lecture on the subject tonight. (258)

## III

(Containing all words on page 151 of the Manual)

If you would increase your production you must persevere in your practice. Her negligence was responsible for your failure to receive the manuscript with the<sup>205</sup> other inclosures. Can you prevail on Parliament to pass the practical legislation? The messenger delivered the parcel to the legislator who was a passenger on<sup>210</sup> the Twentieth Century. The operation was performed at a state institution instead of at his home. Modern methods for extracting iron ore are in use<sup>215</sup> at the Institute. The plaintiff said he wished to have the defendant prosecuted, but not persecuted. The prospectus describes the property fully and we are<sup>220</sup> confident an investment will prove profitable. We feel under obligation to see you through this litigation. We intend to see that such a procedure does<sup>225</sup> not take place in this jurisdiction. The introduction of the author should precede the second act. This was made a misdemeanor by legislative enactment at<sup>230</sup> the last ses-

sion of the legislature. He is proceeding nicely with his laboratory work. The obedient lad will soon inherit a fortune. It is *indispensable*<sup>176</sup> that he should be an *indefatigable* worker. The quaint old lady asked at what o'clock the coach would arrive. He was *incoherent* in his speech,<sup>20</sup> likewise *incomprehensible*. They used sound logic in *promulgating* this scheme. "Of the" may be shown by *juxtaposition*. Such an article is a *luxury*, but you<sup>25</sup> may make *partial* payments. Death was *instantaneous*. We shall *legislate* against such matters throughout this *jurisdiction*. *Laboratory* work is *indispensable* to the student of medicine.<sup>20</sup> Do you intend to buy a house with all *modern* improvements? It is desirable to avoid *litigation* whenever possible. (269)

## IV

(Containing all words on page 152 of the Manual)

The *versatile* *salesman* for the *whole-sale* house on the boulevard would not warrant the goods. His *secretary* gave us the key to the *warehouse*. This<sup>25</sup> situation though *unavoidable* is most *provoking*. A great amount of *social* work is done in the *United States*. The paper displayed his artistic *vocabulary*, but<sup>20</sup> it did not *qualify* because of errors in *punctuation*. We have every *reason* to believe that the *vote* from the foreign *quarter* will be in<sup>15</sup> his favor. We are very *thankful* for this *testimonial* and shall *reciprocate* whenever possible. The *testimony* of the *volunteer* did not influence our *verdict*. Really,<sup>10</sup> I can see no *reason* why you should not *support* us in this *righteous* cause. The *variety* was so *unusual* that we could not *refuse*<sup>15</sup> the offer. We are in *sympathy* with this *revolution*. The *sub-altern* was *tranquil* in his manner. Under this *rule* the minority can *thwart* every *measure*<sup>10</sup> for *improvement*. James tendered his *resignation* because the company would not *remunerate* him for overtime. Mr. Wall *withdrew* from the case of *Roe versus Doe*.<sup>15</sup> The *United States of America* is the oldest

republic to-day. You should *specify* the *various* *articles* desired. *Faithful* *study* should *strengthen* you in your *vocation*.<sup>20</sup> His *stupidity* is *repugnant* to me. It was a great *struggle*, but we finally succeeded in *revolutionizing* the *concern*. You should be *specific* in *describing*<sup>25</sup> the *planets* of the *universe*. The *thermometer* registers twenty-two below zero. *Unusual* *rules* always *provoke* a great deal of *adverse* *criticism*. The runner did not<sup>20</sup> *qualify* for the *quarter-mile* race. There is *really* no *reason* why his lack of *social* *standing* should cause you to *refuse* to *vote* for<sup>25</sup> him. (276)

+ + +

### Actual Business Letters

My Dear Friend:

Inclosed you are receiving from the Commission on Social and Civic Relations of the American Federation of Women's Clubs, a very suggestive<sup>25</sup> outline of its proposed work. I think you will be interested in examining this program with care. We need your co-operation and that of all<sup>20</sup> other persons interested in the objects which rightfully concern such a commission.

Most cordially yours, (65)

Mr. Peter F. O'Malley,  
Puget Sound Inn,  
Tacoma, Washington.

Dear Sir:

In order to inform our members of the condition of one of the Club's<sup>25</sup> departments, it was deemed advisable to prepare the inclosed statement of the business of the Inter-Insurance Exchange at the end of the fiscal year.

We<sup>20</sup> are proud of this record, and in looking for a cause, our eyes turn naturally to the loyal support given by our members; they are<sup>15</sup> the ones responsible—we have been merely the custodians of their interests.

If you have not already obtained the protection of an Inter-Insurance Exchange<sup>10</sup> policy, might we respectfully

suggest that you avail yourself of this opportunity to procure unexcelled service, and at the same time save money?

A postal<sup>125</sup> card is inclosed for your convenience. Will you mail it to-day? (136)

Lucien I. Clark,  
4236 N. Hermitage Ave.,  
Lakewood, Ohio.

Dear Sir:

We are in receipt of an application for telephone<sup>126</sup> to be installed in premises now occupied by you, and not having heard from you as to what disposition you wish to make of your telephone,<sup>127</sup> we write to inquire if you have decided upon a new location.

If so, will you please furnish us with your new address either in<sup>128</sup> writing or by calling Official 100?

Yours truly, (84)

Mr. Thomas R. Benson,  
Commercial Superintendent,  
Bell Telephone Company,  
City.

Sir:

Your letter of the 6th, Thursday last, is not quite clear to me. The<sup>129</sup> tenants to whom I have transferred my apartment must have wished a change made in the position of the 'phone, and sent application for a<sup>130</sup> new instrument by mistake. You should take the matter up with Amos Hawley, the present resident.

I shall no longer be a direct subscriber, as<sup>131</sup> we are now located at the Grace Hotel.

Please see that whatever record is necessary is made of this fact.

Respectfully yours, (97)

\* \* \*

Through zeal knowledge is gotten; through lack of zeal knowledge is lost; let a man who knows this double path of gain and loss thus<sup>132</sup> place himself that knowledge may grow. (31) — Buddha.

### Radium—*A New Element in the Safety Movement*

Radium, the most mysterious and most powerful element known to science, which has the greatest power of all discovered sources of energy, has been linked<sup>133</sup> with the safety movement and will lend its power to the prevention of avoidable accidents. So great is its power that one gram is sufficient<sup>134</sup> to raise a ton of water from the freezing to the boiling point. If one ton of it were harnessed to a ship equipped with<sup>135</sup> fifteen hundred horse power engines, the ship would be propelled at the rate of 15 knots an hour for thirty years.

Radium is best known<sup>136</sup> to the world through its curative properties in the treatment of cancer and through its commercial value in making radium luminous material. The power of<sup>137</sup> radium was made known only a few years ago through the efforts of a Polish woman scientist, and a French and an American professor. Radium<sup>138</sup> now treats thousands of cases of cancer annually, preventing death and eliminating a great deal of suffering.

Radium's role in industry as a life saver<sup>139</sup> is less spectacular, but perhaps even more important than it is as a therapeutic agent. The great mass of accidents in factories, in mines and<sup>140</sup> in other industrial institutions where darkness is a creator of danger, are being eliminated through the newest invention of science — radium luminous material. Radium illuminated<sup>141</sup> watches are familiar articles. The same material that illuminates these is now being employed in great factories on all power line switches where fumbling might<sup>142</sup> mean electrocution to the operator.

High pressure gauges, which are installed as an insurance against dangers are deprived of a great deal of their safety<sup>143</sup> value through inconstant lighting. Their dependability as indicators is increased tremendously through making them safe twenty-four hours a day by the application of radium<sup>144</sup> luminous material, which is invariably luminous in the dark. Steam gauges and water

gauges of all sorts are making use of radium to increase safety.<sup>12</sup>

Electric switches are often set in places which are unlit. This includes electric lighting equipment which is usually visible only after the light it controls<sup>13</sup> has been turned on. A spot of radium luminous material on the bottom or switch makes them easily located in the dark, so that in<sup>14</sup> emergency they may quickly be made use of.

Likewise, a fire alarm or a fire extinguisher is deprived of a good deal of its efficiency<sup>15</sup> through being invisible in the dark. Radium luminous material acts as a quick locator for them. Telephones which are often necessarily found quickly in the<sup>16</sup> dark in emergencies, various emergency call bells, and revolvers are made more useful through the application of undark. Gun sights, illuminated, insure accuracy of aim<sup>17</sup> in the dark. The need of illuminating poison bottles, so that they may stand out warningly in the dark has been demonstrated too often to<sup>18</sup> need further dwelling on. An interesting safety device is the safe combination whose dial is radium luminescent, so that no artificial light need be used<sup>19</sup> for it.

The industrial uses of radium luminous material are many. Bolts that are necessarily attached to the dark under portions of machines and equipment<sup>20</sup> are being touched with dabs of this luminous material with a consequent great saving of bloodshed. In mines where the carrying of oil lamps or<sup>21</sup> the placing of electric lighting equipment is not feasible, radium has been found to be a boon to humanity. There are dark corners in the<sup>22</sup> dark underground channels which miners must traverse, corners where danger lurks—these are made safe through the unvarying luminosity of radium.

The value of<sup>23</sup> radium to mariners is commencing to be recognized. Not only the compass dials, but the steering wheels, the gauges, and other instruments which should be<sup>24</sup> instantly and uninterruptedly visible have been touched with radium. Motorists, motor cyclists, and the operators of any ma-

chinery which has indicating dials, or gauges which<sup>25</sup> tell of the speed of the motor or the quantity and mixture of fuels and oils, are finding the solution of their difficulties in radium<sup>26</sup> luminous material. The hazard of uncertainty has been reduced.

While radium is the most valuable element in the world—a gram of radium, which is<sup>27</sup> about a thimbleful, costs \$120,000, as opposed to \$150 for an ounce of platinum. So<sup>28</sup> powerful is it when mixed with other materials that even the minutest particle is effective in making material self-luminous for years. It is this quality<sup>29</sup> which makes radium luminous material commercially possible.

The great value of radium is due to its scarcity, and to the great difficulty in isolating it<sup>30</sup> after it has been found. Much of the radium of the world is now found in America, in carnotite fields. A great portion of this<sup>31</sup> radium comes from the Undark Radium mines in the Paradox Valley of Colorado.

The ore is found in narrow seams in the ground. It is<sup>32</sup> sorted and packed in one hundred pound sacks and transported sixty miles to the nearest railroad station on the backs of burros and mules. Thence<sup>33</sup> it is shipped in car-load lots 2,900 miles across the continent to an extraction plant in Orange, New Jersey.

Two hundred<sup>34</sup> fifty tons of ore treated with an equal amount of chemicals and water yield one gram, which is about the size of a pin head.<sup>35</sup>

The power of radium lies in the penetrating character of its rays, which disintegrate and travel at the rate of 3,000 miles a quarter<sup>36</sup> of a second.

In addition to the use of radium luminous material on machinery in industrial plants, it is used extensively for the marking of<sup>37</sup> any corner or spot which should be visible in the dark. Angles of tables and chairs, corners in rooms, numbers to indicate cubby holes or<sup>38</sup> doorways on which there is no other illumination are touched with a spot of undark. Even the valuable electric torch increases its efficiency

when it<sup>100</sup> has a touch of radium on it so that it can be reached instantly in an emergency in the dark.

When other lights fail, when<sup>105</sup> fuses blow out, wires break down—radium will glow dependably without danger of explosion or of burning.

The employment of radium to help solve our<sup>110</sup> medical and industrial problems of life safety is as yet in the first stages of its development. What the future will bring, no one knows. (1075)

+ + +

### *A Real Estate Case*

*(Continued from the May issue)*

A I don't know<sup>125</sup> the address. He lives over on Springfield.

Q Didn't you take him over there?

A Yes, sir, I took him over there.

Q When was<sup>130</sup> that?

A That was either Thursday or Friday, I think it was Thursday before March tenth.

Q Did he sign a contract?

A No, sir.<sup>135</sup>

Q Did he give you any money?

A Yes, sir, he gave me a check.

Q Now tell us about the talk you had with<sup>140</sup> Mr. Sheeder on the tenth of March, that is on Saturday. What time of the day was it you spoke to him?

A It was<sup>145</sup> early in the morning, about ten o'clock.

Q That was in the store?

A In the store.

Q Were you alone there?

A Yes, sir.<sup>150</sup>

Q You didn't bring anybody with you? A No, sir.

Q And Sheeder was alone?

A Yes, sir.

Q I mean there was not anybody<sup>155</sup> else who took part or overheard the conversation? A No, sir.

Q Now tell us just what you said and what he said?

A I<sup>160</sup> came in there Saturday morning and did not have very much to say except that I gave him the check and

said Mr. Harvey was<sup>165</sup> willing to pay \$125 a foot for the ground.

Q Let me stop you right there a moment. Have you the<sup>170</sup> check?

A No, sir.

Q What became of it?

A After that Monday when I called again on Mr. Sheeder when he refused it I<sup>175</sup> returned it to Mr. Harvey and said I could not deliver him the ground at \$125.

Q What did you do<sup>180</sup> with the check? A Returned it.

Q To whose order was that check made?

A To Samuel Sheeder.

Q And whose check was it?

A Mr.<sup>185</sup> Harvey's.

Q Certified? A No, sir.

Q Now tell us what was said between yourself and Sheeder.

A When I gave him the check<sup>190</sup> he looked at the check and saw it was for a thousand dollars and then he said he would not take the check. He refused<sup>195</sup> it. He said before he entered into a contract he wanted to make sure whether the first mortgage man would take ten thousand dollars. I<sup>200</sup> then said to him I would see if Mr. Harvey would pay all cash. (3714)

*(To be continued in September)*

### *Business Correspondence*

#### DRAFT LETTERS

*(From Gardner's Constructive Dictation page 123, letter 1, and page 126, letter 6)*

Mr. Lewis Clasp,  
542 Farwell Street,  
St. Paul, Minnesota

Dear Sir :

We were quite surprised upon referring to your account this<sup>1</sup> morning to find you have not as yet paid the balance of \$366.18 that is now considerably<sup>2</sup> past due. We are wondering if it is your desire that we make a draft through your bank for the amount in question.

If we<sup>3</sup> fail to hear from you favorably within the next few days, we shall

assume an arrangement of this kind will be agreeable.

Yours very truly, (100)

Gorham Tea Company,  
23 Taylor Arcade,  
Cleveland, Ohio

Gentlemen:

Your letter of March 14 has just reached my desk. We are sorry, indeed, that<sup>2</sup> your Christmas trade did not come up to your expectations and we want to thank you for your expression of appreciation for the service we<sup>20</sup> have given you.

We are always glad to serve you in any way possible, but we know you realize it is hard for an organization<sup>25</sup> as large as ours to handle the accounts of our good customers without having a definite understanding regarding date of settlement.

We are somewhat confused<sup>100</sup> regarding your account, for the draft which we sent on the ninth to the Farmers and Merchants Bank has also been returned to-day bearing the<sup>15</sup> indorsement that the account has been paid. As we have no record of receiving your remittance, it may be that this has gone astray. Will<sup>100</sup> you not write us at once concerning this, for we are particularly anxious to have your balance of \$487.75<sup>175</sup> ruled off on our books before our ledgers are opened for the new year.

Let us assure you that we want to<sup>200</sup> serve you to an even greater capacity than we did in 1917, and for this purpose we hope it will be<sup>25</sup> convenient for you to make the necessary arrangements for settlement.

Yours very truly, (238)

### *Short Stories in Shorthand*

#### TOO SEVERE

A newly wed in Vermont was much concerned by the contents of a letter she had received from her sister in Boston.

"Listen to this," Henry," she said

to her husband as she approached to read from the letter. "I call it nothing short of cruelty."

"In this letter," resumed<sup>30</sup> the newly wed, "Frances tells me she gets help in raising her children from a mother's club. I do believe in a slipper sometimes, and<sup>25</sup> a good birching doesn't do a child any harm, but I never in all my life heard of using a club." (96)

#### HOPE

Dora: Ethel, are there any men angels in heaven?

Ethel: Why, yes, Dora, why do you ask?

Dora: Because I never saw any with whiskers<sup>25</sup> on.

Ethel: Oh, well, the men get into heaven by a close shave. (38)

#### THE PENALTY

The proud father beamed upon the assembled company as his daughter finished the aria to prove her voice.

"What," he said expectantly, "do you ladies<sup>25</sup> and gentlemen think of my daughter's execution?"

With a shriek of approval, the whole crowd yelled, "We're in favor of it!" (46)

#### ANOTHER GAME!

Husband: That icebox of ours reminds me of a pinochle player.

Wife: Why?

Husband: Because it is a good melter. (20)

#### QUITE ANOTHER MATTER

Irate Father: No, sir. My daughter can never be yours.

Bright Suitor: Quite right, sir. She cannot possibly be my daughter. I only wanted her<sup>25</sup> to be my wife. (29)

#### MORE WRAPS

"How did you come out with your exams?"

"Oh, I knocked 'em cold!"

"How's that?"

"Got zero." (17)

## *Hereafter*

The *Gregg Writer* will not be issued during July and August, but the same amount of material will be put into the ten issues published as was formerly printed in twelve.

The *American Shorthand Teacher* will not be issued during July and August, but the magazine will be printed the same size as the *Gregg Writer*.

The student rate for the *Gregg Writer* will be \$1 a year whether the magazines are sent in bulk to the school or sent to the student's home address.

### *Special*

Subscriptions received before September 1 will be entered to run for twelve issues instead of ten. Two-year subscriptions will be entered to run for twenty-four issues instead of twenty.

Why not take advantage now of the special teachers' rate of two years for \$1.50 for either magazine? This applies to renewals, as well as to new subscriptions.

**THE GREGG WRITER**  
**THE AMERICAN SHORTHAND TEACHER**  
**295 Fifth Avenue, New York, N. Y.**

## School News and Personal Notes

(Continued from page 409)

written for his school paper "Success," under the title, "Double Your Chances by Training in Topeka." The photograph accompanying the article was so natural we feel almost as if we had had a visit in person, not just a Kansas newspaper.

\* \* \*

A new and unique service has been inaugurated by the Clark Teachers' Agency in opening at its Chicago offices a special department of athletics, physical education, and recreation. Mr. F. L. Brown, for the last four years superintendent of Municipal Recreation for the City of Lake Forest, Illinois, and director of the Young Men's Club there is in charge of this new department. He will not only take care of placing teachers of athletics, but will act as "consulting engineer" for executive officials on all problems whether of securing physical directors, building or equipping gymnasiums, or planning the year's activities. Mr. Clark has had eighteen years of experience in this field.

\* \* \*

Capital City Commercial College of Des Moines, Iowa, graduated a large class this spring—forty-three from the course in shorthand; forty-two in book-keeping, and thirteen from the complete course, honor graduates in business, and in addition awarded nineteen diplomas in business penmanship. The class exercises were held in the ballroom of Hotel Fort Des Moines, followed by the annual class banquet. Although neither Mr. Williams nor Miss Champion made the comment, we know that "a good time was had by all"!

\* \* \*

Mr. and Mrs. Wm. H. Beacom returned from their trip around the world

in time to be present at the annual alumni banquet. Indeed, they were the guests this year at the biggest and "best" affair, we are told, that the Beacom College club has staged in its seven enthusiastic years' life. The Beacom's and their school are very popular in Wilmington, they have doubtless been kept busy since their return by more than their own alumni recounting the experiences of their tour. Mrs. Beacom's account of their trip through some of the large cities of India was one of the most entertaining events of the banquet. Two columns and a half of the *Evening Journal* of April 24, were given to a detailed description of the meeting and the names of the guests gathered to welcome the Beacoms back home.

\* \* \*

Looking over the catalog just received from South Bend Business College, we are reminded that the "big" cities are not the only places where opportunities for employment are many and good business training schools needed. In addition to interesting illustrations of the school building and classrooms, there are given a number of the business buildings and beauty spots of South Bend, and glimpses also of the plants of the Studebaker Corporation, Oliver Plow Company, Birdsell Manufacturing Company, and Singer Sewing Machine works. South Bend Business College under its four able owners, C. A. Arnold, president, P. C. Rhoads, secretary, M. D. Puterbaugh, treasurer and business manager, and E. N. Black, vice-president, is completing this year its forty-third year of fine service to the community. It

now offers ten regular courses, from the simple business course to secretarial work, accounting, auditing, law and business management and organization. A teachers' normal course is also given during the summer.



### Federal Board Conference

*(Concluded from page 418)*

but there was no agreement as to how the public school could give the training necessary. The ability to so talk and act as to create a favorable impression on those with whom one is dealing is not a substitute for business knowledge or skill, but is an important supplementary ability which determines the person's effectiveness when opportunities for the use of knowledge or skill are presented. A knowledge of business conduct, or etiquette, and skill in talking to employers, fellow-employees, subordinates, or the public, is one of the most important assets for business success. The conference agreed that training in oral English, including training in how to act—business etiquette—in certain situations, was necessary in the commercial course, but reached no agreement as to how these important subjects could be introduced into the already crowded programs.

No definite action towards formulating a platform of principles for commercial education was undertaken, but during the coming year suggestions for a tentative draft will be gathered from all interested and a preliminary report on this topic will be discussed at the next conference.

The conference on training for Retail Store Service gave opportunity for those present to discuss the problems of organization and administration. The discussion brought out the value of store practice

as a required part of the two-year co-operative high school course for third- and fourth-year pupils. The importance of employing specially trained teachers for all types of retail training courses was emphasized. Because of the need for close coöperation with the stores, it is necessary to employ teachers who have had ample store experience, also a training which enables them to do effective follow-up work, also the organization and administrative work incident to the conduct of Retail Store Service classes.



**Be sure to give us your September address not later than August 15, if the present address will not reach you next fall.**



### Job of Being a Teacher

*(Continued from page 396)*

the question to the third man, and he looked up at the cathedral and said, "I am helping to build this cathedral." Are you working solely for so many dollars per day, or are you helping to build the cathedral? Remember that St. Paul says again, "Know ye not that ye are the temple of God?" Each boy and each girl who comes to you in your classes is a "temple of God," and you are called to a wonderful work in perfecting and beautifying these temples and fitting them for lives of usefulness and of service to their communities. Let us go back to our work with a determination that from henceforth we will be builders of cathedrals.

"The teacher deals with the finest of God's handiwork, human beings, infinitely complex, delicate mechanisms, no two alike, no single one alike on two successive days. The shaping of such jewels requires a master hand and challenges the noblest efforts of which high-minded souls are capable."



There is an apparent discrepancy at this point.

The pages are either missing or the pagination is incorrect.

The filming is recorded as the book is found in the collections.